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IDENTIFIERS	*ERIC

ABSTRACT

This issue consists of 246 resumes relating to vocational and technical education research and development products and projects. Selections were made from the input of the ERIC Clearinghouse on Adult, Career, and Vocational Education as represented in the June through November 1980 "Resources in Education." Topics covered in the resumes include program administration, costs, development, effectiveness, implementation, evaluation, and improvement; special populations, such as minorities, females, and the handicapped; career education, choice, change, development, and counseling; cooperative, competency-based, and experiential learning programs; coordination; educational needs, assessment, policy, practices, and research; employment programs; student attitudes and needs; teacher and administrator attitudes and educational attainment; secondary and postsecondary education; and youth employment. Document abstracts are presented in order of ERIC document (ED) number. A subject index, an institution index, and information for ordering documents follow the abstracts. (MN)

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EDUCATION & WELFARE
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- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Providing information for national planning and policy
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

For further information contact:

The Program Information Office
The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

Telephone: (614) 486-3655 or (800) 848-4815
Cable: CTVOCEDOSU/Columbus, Ohio

Resources in Vocational Education
Volume 14 Number 3

Selected Abstracts from ERIC

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Executive Director: Robert E. Taylor

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Foreword

Resources in Vocational Education is produced by the National Center Clearinghouse of the National Center for Research in Vocational Education under a contract with the Office of Vocational and Adult Education, U.S. Department of Education. For the 1981-82 subscription year, the individual issues of the journal include a report of state program improvement projects, selections of ERIC documents related to vocational and technical education, a directory of key contact persons at the state and federal levels responsible for vocational education, and a compilation of vocational and technical education curriculum materials.

The National Center is pleased to disseminate this issue of *Resources in Vocational Education* that provides abstracts selected from the ERIC Clearinghouse on Adult, Career, and Vocational Education related to vocational and technical education research, development and other information. (Abstracts of curriculum products will be presented in a separate issue.) Since this issue represents only a portion of ERIC abstracts, users are encouraged to refer to *Resources in Education* for a more comprehensive search. The full text of most documents announced in this issue is available from the ERIC Document Reproduction Service (EDRS). Microfiche copies also are available in local ERIC microfiche collections.

Recognition is given to Clearinghouse staff for their efforts in compiling this publication: Wesley E. Budke, Clearinghouse Director; Carl F. Oldsen, Research Specialist; Patricia Arthur Program Associate; Wallis Harsch, Publication Specialist; and Brenda Bythewood and Bonnie Johnson, Typists.

Production services for the publication were provided by Education Service Group, an affiliate of Bibliographic Retrieval Services, Inc., Corporation Park, Building 702, Scotia, New York 12302.

Robert E. Taylor
Executive Director
The National Center for Research
in Vocational Education

About This Issue

This issue of *Resources in Vocational Education* consists of resumes selected from the ERIC Clearinghouse on Adult, Career, and Vocational Education (ERIC/ACVE). Selections relating to vocational and technical education research and development products and projects were made from the June through November 1980 *Resources in Education.* (Abstracts of curriculum development projects appear in a separate issue.)

The issue consists of a document resume section and three indexes: subject, author, and institution. Since only a portion of ERIC abstracts are represented, users are encouraged to refer to *Resources in Education* for a more comprehensive search.

The full text of most documents announced in this issue is available from the ERIC Document Reproduction Service (EDRS). An EDRS order form and ERIC price codes are included following the index section. Also, microfiche copies are available in local ERIC microfiche collections.

Two publications related to using ERIC are listed below. They are available on request from the ERIC Processing and Reference Facility, 4833 Rugby Avenue, Suite 303, Bethesda, Maryland 20014 or from ERIC/ACVE, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210.

Directory of ERIC Search Services. Prepared by Pugh, Elizabeth and Brandhorst, Wesley T. Bethesda: ERIC Processing and Reference Faciltiy, 1981.

Directory of ERIC Microfiche Collections. Edited by Slawsky, Dorothy A. Bethesda: ERIC Processing and Reference Facility, 1980.

SAMPLE DOCUMENT RESUME

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

Author(s)

Title

Organization where document originated

Date published

Contract or Grant Number

Alternate source for obtaining documents

Publication Type—broad categories indicating the form or organization of the document, as contrasted to its subject matter. The category name is followed by the category code

ERIC Document Reproduction Service (EDRS) Availability "MF" means microfiche. "PC" means reproduced paper copy. When described as "Document Not Available from EDRS", alternate sources are cited above. Prices are subject to change; for latest price code schedule see section on "How to Order ERIC Documents", in the most recent issue of RIE.

ED 181 219 CE 023 729

Matejic, Denise M.

Helping Families Adjust to Economic Change. A Project Report.

Rutgers, The State Univ., New Brunswick, N.J. Cooperative Extension Service.

Spons Agency—Extension Service (DOA), Washington, D.C. Science and Education Administration.

Report No.—XY2123

Pub Date—79

Contract—82-2-61104(21)

Note—151p.; The appendixes contain small type and may not reproduce well; For related documents see CE 023 725-729.

Available from—New Jersey Extension Service, Publications Distribution Center, Dudley Road, New Brunswick, NJ 08903 ($4.00)

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Adult Programs, Budgeting, Community Service Programs, Consumer Economics, *Consumer Education, Counseling Services, Credit (Finance), *Curriculum Development, Economically Disadvantaged, Family Management, Financial Needs, Financial Problems, Insurance Programs, Investment, Low Income Groups, *Money Management, *Outreach Programs, Program Development, Program Evaluation.

Identifiers—Income Groups, New Jersey

A project was developed to gain more insight into family financial problems, to identify these problems, and to formulate educational strategies to deal with and help solve these problems. This project was conducted in three phases, which included community outreach, development of educational materials, and evaluation. Three communities with different ethnic blends, similar income levels (middle to lower-middle), and moderately high unemployment rates were selected as project sites. The outreach program, which reached approximately 2,000 participants with consumer education information, included the use of a mobile unit, a home-study course, work-site educational programs, paraprofessional counselors, and a closed circuit television network. The following are some of the project objectives which were achieved to the extent that the majority of those participants who responded to the follow-up studies had changed their practices: (1) participants will spend their money more wisely and use their new knowledge and skills to extend and increase their resources to raise their standards of living; (2) participants will learn to develop a personal money management plan; (3) participants will understand the concept of consumer credit and its advantages, disadvantages, and wise use; and (4) participants will understand the various types of insurance policies available and know how an insurance protection program can be adapted to their personal needs. (BM)

Clearinghouse accession number

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project

Report Number—assigned by originator

Descriptive Note (pagination first)

Descriptors—subject terms which characterize substantive content. Only the major terms, preceded by an asterisk, are printed in the subject index

Identifiers—additional identifying terms not found in the Thesaurus of ERIC Descriptors

Informative Abstract

Abstractor's initials

DOCUMENTS

Resumes

The document resumes presented in this section are ordered by ED number. Users may scan this section for documents of interest, or use the subject, author, and institution indexes to locate documents in a specific field, or produced by a particular author or institution.

ED 181 169 CE 018 127

Mohrenweiser, Gary A.

Industrial Arts Survey. Research and Development Project in Career Education. Final Report.

Educational Management Services, Inc. Minneapolis, Minn

Spons Agency—Minnesota State Dept. of Education, St. Paul. Div. of Vocational and Technical Education

Pub Date—78

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Administrator Attitudes, *Educational Needs, *Industrial Arts, *Program Effectiveness, Certification, Curriculum Development, Educational Finance, Secondary Education, Supervision, Surveys, Teacher Attitudes, Teacher Effectiveness

Identifiers—Minnesota

The purpose of this study was to identify, delineate, and clarify the opinions, attitudes, and perceptions of a number of groups of Minnesota educators relating to the issues and concerns of junior and senior high school industrial arts teachers, secondary school administrators, and industrial arts teacher educators. Separate survey instruments were used to survey industrial arts teachers, teacher educators, and secondary school principals concerning the following issues: standard certification, state supervision, minimum standards, and funding industrial arts. Respondents indicated the following strong points of industrial arts: provides learning by doing, part of general education, practical, individualized, and exploratory. Weak points of indistrial arts mentioned were low esteem, lack of good students, competition with vocational education, and lack of staff. In addition, the largest percentages of teachers and administrators agreed that equipment for program expansion and improvement were high priority funding needs, while teacher educators considered teacher inservice the high priority item. (The three questionnaires are appended.) (LRA).

ED 181 175 CE 021 438

Bromley, James Wardle, Larry

On-the-Job Training: CETA Program Models.

National Council on Employment Policy (DOL), Washington, D.C.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Pub Date—78

Contract—DL-81-11-71-09

Note—42p. ; Not available in paper copy due to light print; For related documents see CE 021 439 and ED 149 164

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 029-000-00334-3)

Pub Type—Collected Works—Serials (022). Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Employment Programs, *Labor Force Development, *On the Job Training, *Program Administration, *Program Improvement, Ancillary Services, Budgeting, Contracts, Educational Administration, Financial Support, Labor Market, Labor Needs, Management Information Systems, Policy Formation, Program Development, Program Evaluation

Identifiers—Comprehensive Employment and Training Act

This monograph, one of a series prepared for the Employment and Training Administration, attempts to provide a new approach to on-the-job training (OJT) and to offer the Comprehensive Employment and Training Act (CETA) prime sponsors a basis for new programmatic directions. The monograph is divided into seven chapters. Subject areas included are (1) philosophy and purposes of OJT; (2) historical development of OJT policies; (3) considerations in developing and operating OJT programs; (4) considerations for marketing OJT contracts; (5) OJT contract design; (6) OJT program alternatives, innovations, and flexibility; and (7) conclusions and recommendations. Suggestions and examples are given involving such concepts as incentive payments, variable reimbursement rates, and contract extensions. Specific tailoring of contracts to individual trainee needs is explained. Also, some opinions are provided on the use of voucher systems wherein trainees develop their own personalized training programs. It is recommended that prime sponsors should give priority to establishing and maintaining a good management information system, give priority to disadvantaged clients, consider personal voucher contracts, strive for more meaningful employment opportunities in OJT contracts, and plan and utilize OJT to a much greater extent. (LRA).

ED 181 178 CE 022 180

A Rural Industrial Education Outreach Center: A Systems Approach.

Northern Inst. for Research, Training, and Development, Inc. Anchorage, Alaska

Spons Agency—Alaska State Dept. of Education, Juneau

Pub Date—78

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC07 Plus Postage

Descriptors—*Delivery Systems, *Industrial Education, *Models, *Outreach Programs, *Rural Schools, Articulation Education, Budgets, Industrial Arts, Needs Assessment, Program Administration, Program Development, Program Evaluation, Regional Programs, Systems Approach, Trade and Industrial Education, Vocational Education

Identifiers—Alaska

A model is proposed for a rural industrial education outreach center which would function on a regional basis providing supportive services to several Alaskan school districts in the areas of needs assessment: identification, purchase, and distribution of instructional materials; design of competency-based programs; teacher orientation and inservice training; and evaluation. Introductory sections document the need for such an articulation system with reference to state education policies and demography. Beginnings of the model are traced to two pilot projects: one on regional sharing of commercially prepared vocational education software between rural school districts in Oregon (the Ken Cook instructional system in Coos County) and the other Alaskan Rural Industrial Education Project involving six school districts in the development of competency based and individualized programs. Presentation of the model itself, based on Havelock's research, emphasizes a systems approach establishing the center in three phases: three districts, regional, and statewide. Objectives are listed under goals of improved industrial education occupational competencies, delivery of overall vocational education services through a support system, and improved interpersonal relationships among all components. A management plan shows sample rotation patterns for materials. Program evaluation procedures, resource requirements, and suggested budget are included. Appendixes contain Alaska employment projections and training needs, information on the Ken Cook system, and pilot program evaluation instruments. (JT).

ED 181 182 CE 022 982

Edington, Everett D. Cruikshank, Kathleen

Synthesis of Evaluation Programs in Vocational Education at the National Level and in Wisconsin.

Wisconsin Univ. Madison. Wisconsin Vocational Studies Center
Spons Agency—Wisconsin State Board of Vocational, Technical, and Adult Education, Madison
Pub Date—79
Pub Type—Reports—Descriptive (141). Reports—Research/Technical (143)
EDRS Price—MF01/PC07 Plus Postage
Descriptors—*Evaluation Methods, *Federal Regulation, *National Programs, *Program Evaluation, *Vocational Education, Educational Assessment, Federal Government, Federal State Relationship, Government Role, National Surveys, Postsecondary Education, Program Improvement, Secondary Education, State Surveys
Identifiers—National Advisory Council on Vocational Education, National Center for Research Vocational Education, Office of Education, United States, Vocational Education Amendments 1976, Wisconsin

This report was developed as a result of a study that was conducted to identify and describe evaluation programs in vocational technical education at the national level, within the state of Wisconsin, and within selected local school districts in Wisconsin. The first of five chapters reviews the procedures used to synthesize evaluation programs. Chapter 2 discusses the legal mandates for evaluation in vocational education under the Vocational Education Amendments of 1976. Specific topics discussed include (1) funding and framework of planning, accountability, and evaluation: regulations for the states; (2) federal evaluation requirements; and (3) evaluation under the Vocational Education Amendments of 1976: a three-fold parallel system. The third chapter describes the national evaluation efforts of four major agencies: the National Advisory Council, the United States Office of Education, the National Institute of Education, and the National Center for Research in Vocational Education. The fourth chapter expounds upon vocational education evaluation efforts in Wisconsin. The final chapter briefly summarizes the procedures and method of analysis, gives a short description of the findings, and presents conclusions and recommendations for further research. (LRA).

ED 181 184 CE 023 097

Career Education Programs That Work.

Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date—79
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 017-080-02058-1)
Pub Type—Reports—Descriptive (141)
EDRS Price—MF01/PC15 Plus Postage
Descriptors—*Career Education, *Demonstration Programs, *Program Effectiveness, Elementary Secondary Education, Program Descriptions, Program Development
Identifiers—Education Amendments 1974, Joint Dissemination Review Panel, Office of Education, United States

This document presents descriptions of nine United States Office of Education-sponsored career education projects selected on the basis of effectiveness by the Joint Dissemination Review Panel of the Educational Division of the U.S. Department of Health, Education, and Welfare. The project descriptions are arranged in an order which proceeds from broad and comprehensive career education programs for grades kindergarten through twelfth, through programs which are comprehensive in scope but more limited in grade level coverage, to the programs which are more narrowly specialized. Programs included are (1) Akron Career Development Program, Akron, Ohio; (2) Pima County Developmental Career Guidance Project, Tucson, Arizona; (3) Project CERES (Career Education Responsive to Every Student), Ceres, California; (4) Project Match (Matching Attitudes and Talents to Career Horizons), Ontario, California; (5) Project CAP (Career Awareness Program), Greenland, Arkansas; (6) Project CDCC (Career Development Centered Curriculum), Coloma, Michigan; (7) Project HEAR (Human Educational Awareness Resource for reducing sex stereotyping in career choice), Princeton, New Jersey; and (8) Project Discovery (Junior High School Career Exploration), Red Oak, Iowa. (LRA).

ED 181 185 CE 023 185

A Handbook of the Practices of Articulation of Occupational Education Programs between Secondary and Postsecondary Institutions in New York State.

Spons Agency—New York State Education Dept. Albany. Bureau of Occupational Education Research
Pub Date—78
Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055). Reports—Descriptive (141)
EDRS Price—MF01/PC01 Plus Postage
Descriptors—*Articulation Education, *College School Cooperation, *Program Development, *Success, Administrator Attitudes, Educational Planning, Guides, Leadership Responsibility, Postsecondary Education, Program Descriptions, Publicize, Secondary Education, Vocational Education
Identifiers—New York

To assist regional planning efforts, this study reviews methods for successful articulation programs (between secondary and postsecondary occupational education) that have been identified and suggested by previous studies. Thus, it can serve as a guide for those leaders who are planning articulation programs or those ready to launch and promote such programs. The study lists factors or conditions essential to good articulation and the sine qua non for successful programs under such categories as 'Attitudes Essential on the Part of Institutions,' 'Leadership Procedures for Effective Articulation,' 'Planning Activities Which Promote Operative Articulation,' and 'Identifiable Factors Which Tend to Make Articulation Programs More Workable'. There is a section with illustrative case histories which briefly describes successful programs, a bibliography, and a list of site visits and contact people. (CP).

ED 181 191 CE 023 463

Loring, Rosalind K.

Women and Their Preparation for Professional and Managerial Careers. Information Series No. 168.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio. Ohio State Univ. Columbus. National Center for Research in Vocational Education
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—79
Contract—400-76-0122
Note—73p
Available from—National Center Publications, National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 ($4.50)
Pub Type—Information Analyses/State-of-the-Art Materials—ERIC Products (071). Opinions/Personal Viewpoints/Position Papers/Essays (120)

EDRS Price—MF01/PC03 Plus Postage
Descriptors—*Counseling, *Educational Programs, *Employed Women, *Equal Opportunities Jobs, *Managerial Occupations, *Professional Occupations, Administrator Education, Affirmative Action, Child Care, Females, Financial Support, Government Role, Information Centers, Job Placement, Job Skills, Professional Associations, Program Costs, Role Models, Sex Discrimination, Skill Analysis
Identifiers—Flexible Time, Professional Women, Support Systems

This report presents issues which have been identified as affecting the preparation of women for professional and managerial careers. Issues examined in the first section, counseling, are educational and psychological skills; assessment of skills, abilities, opportunities, and realities; specialization for professional positions; assessment of bias and discrimination, costs versus benefits, and upward mobility; and using role models, linkages, networks, 'old girl'systems, and mentors. Areas covered in the next section, educational programs, include management training, general college programs, methodology, financing education for and by women; government program, and professional organizations. Issues discussed in the third section, support systems, are information center, child care, financial aids, placement centers, flexible time, and equal employment opportunitiy/affirmative action. Finally, a list of recommendations for future action aiding working women is provided. Appended materials include a list of professional women's groups and major findings of an American Association of University Women (AAUW) survey on the status of women in higher education. (CT).

ED 181 192 CE 023 465
Sheppard, N. Alan
Educational Opportunities for Older Persons: A Review. Information Series No. 170.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio. Ohio State Univ. Columbus. National Center for Research in Vocational Education
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—79
Contract—400-76-0122
Note—69p. ; Italic type in this document will not reproduce well
Available from—National Center Publications, National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 ($4.50)
Pub Type—Information Analyses/State-of-the-Art Materials—ERIC Products (071). Opinions/Personal Viewpoints/Position Papers/Essays (120)
EDRS Price—MF01/PC03 Plus Postage
Descriptors—*Adult Learning, *Educational Attitudes, *Educational Opportunities, * *Employment Opportunities, *Older Adults, *Voluntary Agencies, Adult Education, Adult Programs, Adult Vocational Education, Educational Resources, Federal Legislation, Federal Programs, Lifelong Learning, State Legislation, State Programs, Volunteer Training, Work Attitudes

Although older persons are increasing both in number and as a proportion of the total American population, they are not taking advantage of educational opportunities. Barriers to their educational efforts include inadequate transportation, lack of money, poor health, program scheduling, and the attitude that learning is for others. Available educational, employment, and volunteer opportunities can help older adults cope with changing physiological and psychological needs, find personal satisfaction, and continue their usefulness to the community. Different emphases and methods of delivery can be used to reach older persons: mass media, correspondence courses, community outreach, educational brokering, and counseling; all of these have been used effectively. Through legislative changes, federal and state coordination, the development of new services, and greater public awareness of the needs of older adults, educational opportunities are a reality. However, formal and informal efforts must continue to be intensified. It is in the national interest that educational resources be developed and augmented to the end that lifelong learning opportunities for all citizens, regardless of previous education or training, be widely available to promote our nation's continued vitality. (CT).

ED 181 195 CE 023 469
Klaurens, Mary K.
Education and Work Competencies Needed by Experiential Education Personnel. Information Series No. 175.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio. Ohio State Univ. Columbus. National Center for Research in Vocational Education
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—79
Contract—400-76-0122
Note—56p
Available from—National Center Publications, National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 ($3.25)
Pub Type—Information Analyses/State-of-the-Art Materials—ERIC Products (071). Opinions/Personal Viewpoints/Position Papers/Essays (120)
EDRS Price—MF01/PC03 Plus Postage
Descriptors—*Competency Based Education, *Experiential Learning, *Teacher Education, *Work Experience, Community Resources, Employed Women, Labor Legislation, Minority Groups, Out of School Youth, Vocational Education
Identifiers—Experience Based Career Education

This paper analyzes the role and competencies needed by teachers or coordinators who supervise experiential education. Guidelines are presented for the selection and preparation of personnel responsible for programs in which students are placed in work settings. Program purposes and goals are discussed for the following divisions: personnel responsible for coordination, vocational education programs, academic experiential programs, experience based career education (EBCE), work experience programs for special needs students, coordinators of programs for out-of-school youth, and postsecondary internship supervisors. Major duties, tasks, and functions are outlined for such concerns as coordinating community resources, developing career opportunities for women and minorities, and complying with labor laws. Competency requirements for staff are also examined, along with the training needs of the various staff positions. The summary presents recommendations for program personnel, including the following: (1) delivery systems for training personnel should be responsible to their special needs and take into account prior experience and expertise; (2) training is needed at the preservice as well as inservice level; and (3) inservice training must be specific to the needs of the learners with regard to content, instructional format, scheduling, and compensation. Appended materials include core functions of EBCE learning coordinators and career education learning activities. (CT).

ED 181 204 CE 023 603
Clary, Joe Ray, Ed
Questing for Quality in Graduate Vocational Education. Conference on Graduate Vocational Education (1st, Keystone, Colorado, July 28-30, 1978).
North Carolina State Univ. Raleigh
Pub Date—78
Pub Type—Collected Works—Proceedings (021). Opinions/Personal Viewpoints/Position Papers/Essays (120)
EDRS Price—MF01/PC05 Plus Postage
Descriptors—*Educational Quality, *Graduate Students, *Graduate Study, *Vocational Education, Conferences, Educational Responsibility, Leadership

Proceedings are presented of the first conference on graduate vocational education. Papers read at that conference discuss the following topics: (1) The Quest for Quality—Guidelines for the Search; (2) Motivation for the Search for Quality in Graduate Vocational Education; (3) Dimensions of Quality—The Student's View; (4) Dimensions of Quality—The Professor's View; (5) Some Thoughts Concerning Indicators of Quality in Graduate Education; and (6) Views on Quality. Task force reports to the conference are included and deal with curriculum, selection and admissions, dissertation study, and manipulative points for having an impact upon controlling quality in vocational education graduate programs. The report concludes with a paper entitled 'Leadership Through Scholership: Looking Ahead in Operationalizing Ideas'. (CP).

ED 181 213 CE 023 657

Barta, Sheryl And Others
Project SERVES. Sexism in Education: Reducing Vocational Education Stereotypes. Final Report.
Ames Public Schools, Iowa
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Pub Date—79
Contract—G007701990
Note—123p
Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055). Reference Materials—Bibliographies (131). Reports—Descriptive (141)
EDRS Price—MF01/PC05 Plus Postage
Descriptors—*Attitude Change, *Change Strategies, *Inservice Teacher Education, *Sex Fairness, *Staff Development, *Vocational Education, Annotated Bibliographies, Change Agents, Counselor Attitudes, Counselor Role, Curriculum Evaluation, Educational Needs, Guides, Instructional Materials, Secondary Education, Sex Role, Sex Stereotypes, Student Attitudes, Surveys, Teacher Attitudes, Teacher Role, Textbook Evaluation, Workshops

The Ames, Iowa, experience in reducing sex-role stereotyping in vocational education is described in this report of a project which involved staff development work with thirty-five teachers and twelve counselors affecting approximately 2,800 students. The report stresses raising teacher and counselor sensitivity to stereotyping and involving them as facilitators of change. Lists of training needs for educators and of facilitators of sex equity in vocational education which resulted from two consciousness-raising workshops are given. Two other workshops which allowed the trainees to put their new knowledge, skills, and commitment to work toward curriculum change are also described. Barriers to reducing sex-role stereotyping as perceived by vocational education staff who were surveyed are listed and evaluated. Available instruments and guidelines for evaluation of sexism in instructional materials are contained in an annotated listing. The results of surveys of staff and student attitudes are followed by a list of instruments to measure attitudes toward sex roles. A training manual for a sex equity workshop is included which contains objectives, agenda, trainer notes, and a selected bibliography of films and resources. Faculty and student attitude surveys, participant interview form, and a multicultural non-sexist committee survey are appended. (YLB).

ED 181 214 CE 023 668

Thomas, Hollie B. And Others
Overcoming Personal-Social Barriers to Entry into Non-Traditional Occupational Preparation Programs. A Final Report.
Florida State Univ. Tallahassee
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.
Pub Date—79
Contract—G007702136
Note—632p. ; Some of the information in tables will not reproduce well due to small type
Pub Type—Guides/Methods/Techniques—General (050). Reports—Research/Technical (143)
EDRS Price—MF03/PC26 Plus Postage
Descriptors—*Career Development, *Females, *Nontraditional Occupations, *Program Development, *Self Concept, *Social Influences, Adult Programs, Attitude Change, Career Education, Career Planning, Decision Making, Goal Orientation, Instructional Materials, Literature Reviews, Occupational Aspiration, Postsecondary Education, Program Evaluation, Sex Fairness, Sex Stereotypes, Social Bias, Student Recruitment, Surveys, Vocational Interests

This report describes a research project which (1) assessed personal-social barriers to female entry into non-traditional jobs, (2) developed a treatment program to assist women in overcoming those barriers, and (3) determined program impact. A project overview, the first of four major sections, precedes a survey on barriers (section 2). Following a literature reivew concentrating on the areas of stereotyping of occupations and barriers to women's entry, the methodology and results of the study are presented: population identification and selection (teachers, secretaries, and nurses who had considered but not pursued a male-dominated occupation), instrumentation, data tables, survey instrument efficiency, and deterent identification. Survey materials are appended. Section 3 presents an educational program with the topics: pursuing a non-traditional occupation, interference, career decision making, self-assessment, career requirements, planning for acquisition of job skills, job entry, and coping on the job. Designed for self-directed study or workshops, the course consists of eight units with objectives, text, exercises, and references. (All printed instructional materials are included.) The final section includes a literature review on the outcomes of related programs and analysis of assessment data on the program. Methodology and results are given, including population, pre- and post-testing, followup, program impact, and data tables. Evaluation instruments are appended. (YLB).

ED 181 226 CE 023 707

Anderson, Marcia A. Barnes, Terry L.
Proprietary Education: Alternatives for Public Policy and Financial Support. Part II. Final Report.
Southern Illinois Univ. Carbondale. Dept. of Vocational Education Studies
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.
Pub Date—79
Contract—G007701969
Note—543p. ; Sections of this document will not reproduce well due to small print; For a related document see ED 162 078
Pub Type—Reports—Descriptive (141). Reports—Research/Technical (143)
EDRS Price—MF02/PC22 Plus Postage
Descriptors—*College School Cooperation *Educational Administration, *Inservice Teacher Education, *Proprietary Schools, *Public Policy, Competency Based Teacher Education, Contracts, Cooperative Planning, Cost Effectiveness, Directories, Educational Needs, Educational Policy, Financial Support, Institutional Characteristics, Institutional Cooperation, Nontraditional Education, Postsecondary Education, Program Descriptions, State Aid, State Surveys, Teachers, Two Year Colleges, Vocational Education
Identifiers—Illinois

This report of the second part of a proprietary education research and dissemination project (see note) covers three main areas related to proprietary schools: (1) the Directory of Illinois Resident Proprietary Schools (included); (2) development of a model inservice competency-based teacher education program for instructional personnel; and (3) a report on the nature of cooperative contractural agreements between state public community colleges and proprietary schools. The study on inservice teacher education shows cosmetology, business, and "other" schools have little need for inservice programs. Results show the preferred format for training is short seminars or workshops. It is recommended that a means of disseminating training materials be developed for proprietary schools and that more studies be undertaken on the subject. A suggested inservice model, using performance-based teacher education modules developed by the National Center for Research in Vocational Education, is included along with discussion of three other program models. The report of college-proprietary school agreements focuses on a comparative cost analysis of selected contracted programs and discusses benefits and limitations of cooperative contractual agreements. A summary of findings, collected via mail and phone survey, is presented, followed by a suggested handbook that outlines a four-phase model agreement process. Literature reviews on inservice programs and cooperative agreements are included and project working papers are appended. (CP).

ED 181 227 CE 023 709

Berner, Andrew J.
Career Direction and Redirection for Adults: A Handbook for Establishing an Adult Vocational Guidance Center in the Community College.
Chaffey Coll. Alta Loma, Calif. Mid-Life Career Redirection Center
Spons Agency—Vocational Education Administration (DHEW), Washington, D.C.
Pub Date—79
Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055). Reports—Descriptive (141)
EDRS Price—MF01/PC02 Plus Postage
Descriptors—*Adult Counseling, *Adult Development, *Adult Pro-

grams, *Career Guidance, *Community Colleges, *Guidance Centers, Adjustment to Environment, Adult Education, Career Counseling, Career Development, Counseling Services, Decision Making Skills, Developmental Tasks, Goal Orientation, Guidance Programs, Guides, Interpersonal Relationship, Program Development, Program Evaluation, Psychological Needs

Based on the experience of the Mid-Life Career Redirection Center at Chaffey College, this handbook was prepared for community colleges and agencies interested in providing vocational guidance services for adults, the role of community colleges in providing these services, and the types of programs which can meet the developmental and career needs of the adult. A review of literature on adult career and developmental tasks in section 1 makes clear the need for career services for adults. Two reasons for locating these services in the community college are discussed in section 2: (1) prior existence and adaptability of most of the needed services and (2) role of an adult resource center in providing adults with access to resources available at the community college. Section 3 outlines the process of establishing a center including funding, location, counselor selection, integration with existing student services, recruitment, community input, and program development. Programs developed at the Mid-Life Center to meet vocational guidance and psychological/developmental needs are discussed: structured courses in career guidance, identity issues, and interpersonal relationships and also individual counseling. (YLB).

ED 181 233 CE 023 723

Warmbrod, Catharine P. Eisner, Hannah R.

Project ASSERT (Activitiy to Support the Strengthening of Education through Retired Technicians). Final Report.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Administration on Aging (DHEW), Washington, D.C.

Pub Date—79

Contract—90-A-1157

Note—106p.; For a related document see CE 023 724

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC05 Plus Postage

Descriptors—*Older Adults, *Paraprofessional Personnel, *Postsecondary Education, *Program Development, *Retirement, *Volunteers, Adult Education, Ancillary Services, Annotated Bibliographies, Career Education, Career Guidance, Community Colleges, Demonstration Programs, Guidelines, Interaction, Literature Reviews, Program Evaluation, Recruitment, Technical Institutes, Technical Occupations, Vocational Education, Volunteer Training

Identifiers—Project ASSERT

Project ASSERT (Activity to Support the Strengthening of Education through Retired Technicians) was designed to use the expertise, talent, and experiences of retired persons as volunteers to strengthen occupational, technical, and career education in postsecondary institutions. While providing technically skilled retired persons a chance to get involved in occupational education programs, the two-year program created an opportunity for interaction between young and old, strengthened career guidance, and provided more realistic instruction. Project objectives were to (1) identify use of retired persons as support personnel, (2) identify materials used in volunteer programs to develop guidelines for recruiting, training, and involving retired persons, and (3) develop vehicles for national dissemination of materials. The concept was tested and demonstrated at two colleges in Ohio—Sinclair Community College in Dayton and University College of the University of Cincinnati. All participants—students, volunteers, and supervisors—evaluated it as a positive experience. Project materials were developed into a resource handbook which is available separately (see note). (Extensive appendixes, amounting to over one-half the report, include a synthesis of organizations, and the evaluation program. (YLB).

ED 181 234 CE 023 724

Warmbrod, Catharine P. Eisner, Hannah R.

Operating a Retirees Volunteer Program in Postsecondary Institutions: A Resource Handbook. Leadership Training Series No. 61.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Administration on Aging (DHEW), Washington, D.C.

Pub Date—79

Contract—90-A-1157(01)

Note—133p.; For a related document see CE 023 723

Available from—National Center Publications, National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 ($12.50)

Pub Type—Collected Works—Serials (022). Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01/PC06 Plus Postage

Descriptors—*Older Adults, *Paraprofessional Personnel, *Postsecondary Education, *Program Development, *Retirement, *Volunteers, Activities, Adult Education, Community Involvement, Guidelines, Placement, Program Evaluation, Program Guides, Publicize, Recruitment, Resource Materials, School Community Relationship, Vocational Education, Volunteer Training

Identifiers—Project ASSERT

Based on technical assistance materials prepared for Project ASSERT (Activity to Support the Strengthening of Education through Retired Technicians), this handbook is designed to provide colleges wishing to implement a retiree's volunteer program with guidelines and information. The material is organized into eight major components: determine program feasibility, generate awareness, put the program in place, recruit and place volunteers, monitor and promote the program, and evaluate and renew. The section on each component discusses in detail the activities to be conducted both in the college and the community. To illustrate points made, examples of experiences at the two college demonstration sites are included. At the end of each program component section, resource materials are provided. (YLB).

ED 181 247 CE 023 751

Sourcebook for Improving Postsecondary Self-Employment Programs.

State Univ. of New York, Albany. Two Year Coll. Student Development Center

Spons Agency—New York State Education Dept. Albany, Grants Administration Unit.

Pub Date—79

Contract—VEA-79-3A-943

Note—73p.; Parts of this document may not reproduce well due to weak print

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Administrator Education, *Business Administration, *Business Education, *Cooperative Programs, *Coordination, *Program Development, Administrator Guides, Case Studies, Coordinators, Decision Making, Financial Support, Guidelines, Management Development, Program Administration, Program Evaluation, Reference Materials, Student Recruitment, Two Year Colleges

Identifiers—Entrepreneurship, New York, Self Employment, Small Businesses

This sourcebook on small business/entrepreneurship programs is based on beliefs and experiences of staff members involved in a project to improve such programs in New York two-year colleges. The major section, a Handbook for Coordinators of Postsecondary Programs for Self-Employment, is a synthesis of ideas and recommendations in ten decision areas which a coordinator of programs for self-employment must address: (1) purpose or need, (2) clientele, (3) client characteristics, (4) program objective, (5) program structure and scope, (6) funding and support, (7) staffing, (8) recruitment and selection, (9) evaluation, and (10) program content. Basic questions and supportive materials are then outlined as a decision guide. A list of resources and instructional materials is appended. Six case stories of small business ventures (section 3) are presented with questions to guide class discussions, individual assignments, or instructor presentation or lecture. Guidelines for evaluation of program planning, recruitment and selection, instructional objectives, staffing, and program impact are also outlined (section 4). The final two sections contain a list of contact persons at postsecondary institutions and a topical paper by Walter Geier on recruitment and funding. (YLB).

ED 181 252 CE 023 759

Public Relations Handbook for Vocational Educators.

South Carolina State Dept. of Education, Columbia. Office of Vocational Education

Pub Date—79

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Publicize, *Public Relations, *School Community Relationship, *Vocational Education, Administrator Guides, Communications, Guidelines, Mass Media, Planning, Resource Materials

Identifiers—South Carolina

This guide is designed to help local school administrators establish a viable public relations program that will open and maintain an effective communication channel between the school and community. The handbook defines public relations, suggests procedures and helpful hints in establishing good public relations programs, and provides resources to assist the educator. Four steps in the public relations process are discussed—analysis, planning, communication, and evaluation. Appended material includes a checklist for directors and principals; guidelines for using news media, photographs, slide shows, brochures, newsletters, exhibits, open houses, and speeches; a discussion of objective-centered ideas; example mini-plans; and suggested resources. (LRA).

ED 181 261 CE 023 773

Johnson, James N.

The Work Ethic and American Schools: The Roots of Change.

Far West Lab. for Educational Research and Development, San Francisco, Calif

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—78

Pub Type—Opinions/Personal Viewpoints/Position Papers/Essays (120)

EDRS Price—MF01/PC04 Plus Postage

Descriptors—*Attitude Change, *Education Work Relationship, *Employer Employee Relationship, *Moral Values, *Social Change, *Work Attitudes, Educational Responsibility, Job Satisfaction, Schools, Self Actualization, Social History, Social Problems, Sociocultural Patterns, Socioeconomic Influences

Identifiers—United States

The comtemporary dialogue on work needs to be placed within an historical perspective so as not to view issues now coming to the fore as faddish or mere fallout from the sixties. Today's society still contends with tension between the values of pre-industrial America and those of the evolving corporate state. The crux of this ongoing struggle is the conflict between individual and corporate definitions of the individual as worker and the culture's deep commitment to ideals of personal sovereignty. Meanwhile, two of education's primary functions—promoting full individual development and producing workers—are increasingly seen as contradictory. Education has responded to, not directed, changes in the nature and meaning of work; it has served, not defined, society's needs. Dominant sections of society seem unready to change that situation or to modify assumptions about profit and efficiency. Yet, some observers hold schools somewhat responsible for current unrest. Schools have influenced the direction of values change, e.g. in promoting self actualization that feeds the new anti-authoritarianism. There is room for debate here, and need to realize that preparing people for work is not merely a matter of marketable skills and aptitudes and 'matching'. The first step is to ask if conceptions about work underlying current educational practice are in tune with modern realities. (CP).

ED 181 271 CE 023 786

Shaw, Lois B.

Changes in the Work Attachment of Married Women, 1966-1976.

Ohio State Univ. Columbus. Center for Human Resource Research

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Pub Date—79

Available from—Center for Human Resource Research, College of Administrative Science, The Ohio State University, 5701 N. High Street, Worthington, OH 43085 ($0.80)

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Employed Women, *Labor Market, *Trend Analysis, *Work Attitudes, Comparative Analysis, Family Life, Females, Labor Force, Labor Force Nonparticipants, Marriage, National Surveys, Racial Differences

A study was conducted to (1) determine trends in the percentages of women who resume paid employment on a regular basis, work only from time to time, or remain out of the labor market entirely and (2) investigate the causes for the increased work attachment of married women. Data is based on the work histories of mature women obtained from the National Longitudinal Surveys of Labor Market Experience for the ten years from 1966 to 1976. The data suggests that it is becoming increasingly uncommon for a woman to remain a full-time housewife throughout child-rearing years. Slightly over one-third of married women work continuously during this time and the percentage is gradually increasing. Less than fifteen percent of black married women were outside the labor market continuously during the most recent five-year period reported. For white women, changing family composition and changing attitudes toward women's roles were the most important factors contributing to the trend toward greater work attachment. (LRA).

ED 181 272 CE 023 787

Sandell, Steven H.

Job Search by Unemployed Women: Determinants of the Asking Wage. Revised.

Ohio State Univ. Columbus. Center for Human Resource Research

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Pub Date—79

Available from—Center for Human Resource Research, College of Administrative Science, The Ohio State University, 5701 N. High Street, Worthington, OH 43085 ($0.80)

Pub Type—Opinions/Personal Viewpoints/Position Papers/Essays (120), Reports—Research/Technical (143)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Females, *Labor Force Nonparticipants, *Wages, *Work Attitudes, Job Applicants, Labor Force, Models, National Surveys, Salaries, Trend Analysis, Unemployment

A study used data from the National Longitudinal Survey of 5,083 women who were thirty to forty-four years old in 1967 to investigate factors relating to the determination of the asking wage. Among the findings of the study was that unemployed women substantially reduce their reservation wages as the period of unemployment progresses. Findings indicated that the average woman reduces her asking wage by 4.5 to 6.6 cents per week of unemployment. It was also found that women who receive unemployment benefits have substantially higher asking wages. (A simple model of the asking wage of women is outlined and discussed.) (LRA).

ED 181 273 CE 023 788

Daymont, Thomas N.

Pay Premiums for Economic Sector and Race: A Decomposition.

Ohio State Univ. Columbus. Center for Human Resource Research

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Pub Date—79

Available from—Center for Human Resource Research, College of Administrative Science, The Ohio State University, 5701 N. High Street, Worthington, OH 43085 ($0.80)

Pub Type—Reports—Research/Technical (143). Speeches, Conferences Papers (150)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Economic Research, *industry, *Labor Economics, *Labor Force, *Racial Discrimination, *Wages, Blacks, Comparative Analysis, Employment Opportunities, Employment Qualifications, Human Capital, Human Resources, Industrial Personnel, Job Skills, Longitudinal Studies, Males, Middle Aged Adults, National Surveys, Unions

Using data from the older men's file of the National Longitudinal Surveys, two issues related to the labor market implications of dual economy theory were examined: variations in rates of pay among economic sectors (competitive, monopoly, and public) and variation in relative opportunities for blacks across sectors. The primary analytical problem was to decompose the difference in the mean level of pay in any two sectors into the following components: human capital composition, unionization, occupational skill requirements, and a residual. Analagous decompositions were made for racial (white/black) differences in pay. The results of the decomposition suggest that the primary factors producing a monopoly sector pay premium are (1) a greater ability and willingness to pay high wages due to greater economies of scale, market and political power, and a greater interest in developing a stable work force and (2) higher levels of unionization. In contrast to several previous studies, the relative disadvantages of black men were found to be somewhat greater in the competitive sector than in the monopoly sector. A significant portion of the disadvantage is due to the allocation of blacks, relative to whites with similar characteristics, to jobs requiring less skill. (YLB).

ED 181 274 CE 023 789

Shaw, Lois B.
A Profile of Women Potentially Eligible for the Displaced Homemaker Program under the Comprehensive Employment and Training Act of 1978.
Ohio State Univ. Columbus. Center for Human Resource Research
Spons Agency—Employment and Training Administration (DOL), Washington, D.C.
Pub Date—79
Available from—Center for Human Resource Research, College of Administrative Science, The Ohio State University, 5701 N. High Street, Worthington, OH 43085 ($0.80)
Pub Type—Information analyses/State-of-the-Art Materials (070). Reports—Research/Technical (143)
EDRS Price—MF01/PC01 Plus Postage
Descriptors—*Displaced Homemakers, *Employed Women, *Homemakers, *Labor Force, *Labor Force Nonparticipants, Age Differences, Comparative Analysis, Females, Labor Market, National Surveys, Sex Stereotypes, Trend Analysis
Identifiers—Comprehensive Employment and Training Act

In recent years considerable concern has been expressed for the plight of the displaced homemaker, a women who, after spending many years working in the home, must reenter the labor market to provide the primary support for a family. In 1978 Congress added to Title 3 of the Comprehensive Employment and Training Act a special program to assist displaced homemakers in making a successful entry into the labor market by providing employment opportunities, job counseling, job training, and other supportive services. Data from 1972 and 1976 National Longitudinal Survey interviews revealed that in 1972 between three and four percent of women in all age groups from thirty-five to forty-nine were potentially eligible for the displaced homemaker program. In 1976, eligibility rates were higher by more than one percentage point for comparable age groups. In addition, it was found that since her first marriage the average eligible woman had spent about seventeen years out of the labor force and had worked six months or more for about nine years. Over one-third of the total eligible population and nearly one-half of the unemployed group had ten or more years of substantial work experience. (LRA).

ED 181 275 CE 023 790

Macke, Anne Statham And Others
Sex-Role Attitudes and Employment among Women: A Dynamic Model of Change and Continuity.
Ohio State Univ. Columbus. Center for Human Resource Research
Spons Agency—Employment and Training Administration (DOL), Washington, D.C.
Pub Date—79
Available from—Center for Human Resource Research, College of Administrative Science, The Ohio State University, 5701 N. High Street, Worthington, OH 43085 ($0.80)
Pub Type—Reports—Research/Technical (143)
EDRS Price—MF01/PC02 Plus Postage
Descriptors—*Attitudes, *Employed Women, *Females, *Racial Differences, *Sex Role. Age Differences, Behavior Change, Blacks, Comparative Analysis, National Surveys, Sex Stereotypes, Whites

A study of working women was conducted to test the hypothesis that prior sex-role attitudes influence subsequent labor force behavior which, in turn, affects later sex-role attitudes. Separate data were collected for younger (ages 14-24) and older women from the National Longitudinal Surveys during the period of 1967-1972. Findings revealed that black women are more nontraditional, more likely to work, and more likely to have had working mothers than are white women. Black women have lower levels of educational attainment, larger numbers of children, and husbands' with lower incomes. Furthermore, it was found that differences among younger and older women with respect to their own and their husbands' attitude are extremely small. Older women had (1) husbands with higher incomes, (2) larger numbers of children, and (3) a greater variety of job training experiences. (LRA).

ED 181 276 CE 023 791

Medley, Carol
Shift Workers: A Descriptive Analysis of Worker Characteristics.
Ohio State Univ. Columbus. Center for Human Resource Research
Pub Date—79
Available from—Center for Human Resource Research, College of Administrative Science, The Ohio State University, 5701 N. High St. Worthington, OH 43085 ($0.80)
Pub Type—Reports—Descriptive (141)
EDRS Price—MF01/PC01 Plus Postage
Descriptors—*Employment Patterns, *Individual Characteristics, *Labor Force, *Working Hours, Adults, Age Differences, Demography, Employees, Employment Level, Females, Industry, Males, National Surveys, Occupational Surveys, Occupations, Sex Differences, Wages, Young Adults
Identifiers—Shift Work

National Longitudinal Surveys of Labor Force Experience (NLS) data were used to describe those people who work outside the traditional 9:00 A.M. to 5:00 P.M. work day. Depending on the approximate time of day they worked, respondents were classified into four categories of workers: day, evening, night, and split shift (working hours interrupted by a period of nonworking hours). The majority, day workers, were in general more prestigious, well-paid positions which require more education. Females or young persons (18-20) comprised more of the shorter hour, lower wage evening or split shift workers. This group, as well as night workers, were more likely to live in urban areas outside the South and were employed in manufacturing, transportation, service, wholesale, and retail sales industries. Evening workers were more likely to be unionized. Night shift workers had worked at their jobs approximately as long as day workers. Almost no women worked in agriculture and construction while transportation and public utilities tend to employ females during the day but men at night. The opposite was characteristic of wholesale and retail sales, except that young men (19-29) often worked at night. Finance and insurance industries employed men more often on split shifts, employing females and young men during the day. Shift worker personnel and job related characteristics appear to be a function of both industry and occupation. (MEK).

ED 181 277 CE 023 792

Moore, Sylvia F.
The Short-Term Effects of Marital Disruption on the Labor Supply Behavior of Young Women.
Ohio State Univ. Columbus. Center for Human Resource Research
Spons Agency—Employment and Training Administration (DOL), Washington, D.C.
Pub Date—79
Available from—Center for Human Resource Research, College of Administrative Science, The Ohio State University, 5701 N. High Street, Worthington, OH 43085 ($0.80)
Pub Type—Reports—Research/Technical (143)
EDRS Price—MF01/PC06 Plus Postage
Descriptors—*Divorce, *Economically Disadvantaged, *Family Problems, *Females, *Poverty, Comparative Analysis, Economic Factors, Family Life, Fatherless Family, Living Standards, Low Income, Marital Instability, Marriage, One Parent Family, Socioeconomic Influences

A research study was conducted to measure (1) the extent to which a young woman is financially disadvantaged by the loss of her husband's income, (2) the ways in which she seeks to alleviate this loss, and (3) how successful she is in doing so. Data were collected from 519 young women, both white and black, who experienced a first disruption of their marriages (either separation or divorce) between

1969 and 1973. Findings of the study indicated that among white women whose family incomes were above poverty in the period immediately preceding divorce or separation, twenty-six percent had below-poverty family incomes in the post-disruption period. For black disruptees who were above the poverty line in the predisruption period, forty percent fell below the poverty income ceiling. Thirty-eight percent of the white disruptees and fifty-six percent of the black disruptees had failed to complete high school as compared with twenty-one percent and thirty-five percent respectively for their counterparts whose marriages were stable. (Appended material includes sections dealing with sample selectivity and those who remarry, a description of variable construction, appropriate tests for coefficient differences in labor supply functions across time, and a conceptual framework for the study.) (LRA).

ED 181 281 CE 023 811

Nemeth, Cheryl Ellis, Stephen

A Cost Effectiveness Analysis of Vocational Education Programs for the Handicapped. Technical Report.

Virginia State Dept. of Rehabilitation Services, Richmond

Spons Agency—Fullerton Union High School District, Calif

Pub Date—79

Pub Type—Reports—Descriptive (141). Reports—Evaluative/Feasibility (142)

EDRS Price—MF01/PC06 Plus Postage

Descriptors—*Cost Effectiveness, *Handicapped Students, *Program Effectiveness, *Program Evaluation, *Special Education, *Vocational Education, Field Studies, Secondary Education, Special Education Teachers

A study was conducted to develop and field test a model which could be used to evaluate the effectiveness of vocational education received by handicapped students. The study included four components: (1) conceptualizing a cost effectiveness analysis appropriate for vocational education for the handicapped (VEH), (2) developing a cost effectiveness analysis model and instruments needed to conduct the analysis, (3) field testing the model in a variety of high school districts to establish the validity and replicability of the model, and (4) producing and disseminating a handbook of the model to be used by administrators to evaluate the cost effectiveness of a district's VEH programs. Findings included the following: most special education courses have vocational content; this content is usually on independent living skills, pre-vocational skills, and vocational skills; and vocational teachers spend extra time with handicapped students. Samples of project materials are appended. (CT).

ED 181 282 CE 023 812

Smith, Curvin C.

Workshops: Preparation of Transition Plans in Area Vocational-Technical Schools. Final Report.

Associated Educational Consultants, Inc. Pittsburgh, Pa

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education

Pub Date—79

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055). Reports—Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage

Descriptors—*Educational Facilities, *Facility Planning, *Facility Requirements, * *Physical Disabilities, *Regional Schools, *Vocational Schools, Educational Specifications, Handicapped Students

Identifiers—Pennsylvania

The purpose of this project was to assist area vocational-technical schools in the preparation of transition plans for making structural modifications in order that their buildings be accessible to handicapped persons. Working with the Office of Civil Rights, a format and procedure for developing transition plans in area vocational-technical schools was developed. Three schools designated to host workshops developed model transition plans based on the format and procedure. These model plans were shared with workshop participants throughout the state. Workshop evaluations revealed that twenty-nine participants indicated they understood very well how to develop a transition plan and thrity-nine respondents indicated they found that the plan would be less difficult than they had expected. (The model transition plan is appended.) (LRA).

ED 181 285 CE 023 821

Planning Design for Conducting a National Survey of the Differential Cost of Vocational Education. Final Report (and) Executive Summary.

Educational Management Services, Inc. Minneapolis, Minn

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—79

Contract—300-78-0524

Note—245p. ; Best copy available

Pub Type—Reports—Descriptive (141). Reports—Research/Technical (143)

EDRS Price—MF01/PC10 Plus Postage

Descriptors—*Data Collection, *Models, *National Surveys, *Program Costs, *Sampling, *Vocational Education, Disabilities, Methods, Operations Research, Planning, Postsecondary Education, Secondary Education

A study was conducted to develop a comprehensive program costing model for vocational education. This model produced a comparison between the cost of operating a given vocational program and the average aggregate cost of operating all basic education programs. The model is applicable for both the secondary and postsecondary level programs and can distinguish costs among different types of institutions. A second major goal of the study was to field test the forms and procedures of the model as well as any new forms and procedures developed as a result of the modification made for the education of the handicapped. A third goal was to define an appropriate sampling procedure for conducting a nationwide survey. Instrumentation and procedures were field tested at nine pilot sites. Methods of data collection were tested to determine the receptivity and burden upon the local school agencies (LEAs) and to determine the accuracy of data collected. A sampling plan for conducting a nationwide survey was developed, and burden-and-cost estimates for conducting a nationwide survey were projected. (Detailed results of the field test and the development of the sampling plan are included in this final report.) Some of the conclusions were as follow: the differential cost model is a complicated but appropriate means for determining cost differentials; data collection burden upon LEA personnel is directly related to type of data collection strategy utilized; and level of program cost aggregation will significantly affect cost-and-burden estimates for conducting a national survey. (BM).

ED 181 297 CE 023 867

A Study of State Occupational Information Development and Utilization Efforts.

Department of Labor, Washington, D.C. National Center for Education Statistics (DHEW), Washington, D.C.

Pub Date—78

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Information Systems, *Information Utilization, *Innovation, *Methods, *Occupational Information, Demonstration Programs, Information Dissemination, Information Services, Labor Demands, Labor Supply, State Programs

Identifiers—State Occupational Info Coordinating Committee

This document contains results of a study conducted to explore what states were doing or had done in the development or utilization of occupational information. Of particular interest in this study was the identification of methods, approaches or projects which are related to the developing or utilizing of occupational information and which are innovative, exemplary, and transportable to other states under a Standardized Occupational Information System (SOIS) concept. Information contained in this report was compiled from personal interview visits to states. Results of the study are reported under the following five topics: occupational demand; occupational supply; matching occupational supply with occupational demand; occupational characteristics; and delivery of occupational information. Appended are details of the project methodology and a directory of all State Occupation Information Coordinating Committees (SOICCs). (BM).

ED 181 301 CE 023 875

Brower, Sally M. And Others

Effective Mechanisms for Facilitating Coordination of Vocational

Education Programs with the Youth Employment and Demonstration Projects Act of 1977. A State of the Art Report, Volume I. Interim Report.
Conserva, Inc. Raleigh, N.C.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.
Pub Date—79
Contract—300-78-0583
Note—346p
Pub Type—Reports—Descriptive (141). Information analyses/State-of-the-Art Materials (070)
EDRS Price—MF01/PC14 Plus Postage
Descriptors—*Agency Cooperation, *Cooperative Programs, *Coordination, *Disadvantaged Youth, *Institutional Cooperation, *Vocational Education, *Youth Programs, Agency Role, Ancillary Services, Federal Programs, Institutional Role, On the Job Training, Program Administration, Program Descriptions, Research, Secondary Education, Student Placement, Work Experience

Designed as a reference for practitioners interested in implementing or improving vocational education programs to serve disadvantaged youth, this report contains the results of a nationwide study of institutional interface between vocational education and CETA (Comprehensive Employment and Training Act) Title IV prime sponsors. The [illegible] programs examined are grouped in three sections: coordinated vocational education—CETA programs (other than Title IV), and coordinated programs between vocational education and other (non-CETA) employment and training service providers. Each program description includes title, location, educational agency, prime sponsor, funding, in-kind contribution, target groups, and contact person. The text of each program narrative is divided into these topics: overview, role of vocational education, prime sponsor involvement, and program activities organized by activity/service areas. These areas, specifically embodied in Title IV legislation include (1) administrative affairs; (2) outreach assessment, counseling, ano supportive services; (2) non-skills-oriented training; (4) institutional occupational skills training; (5) work experience and on-the-job training; and (6) placement. A list of acronyms follows. Concluding indexes classify the programs by major funding sources, major target groups served, urban/rural designation of program locations, prime sponsor types, and location in federal (Department of Health, Education, and Welfare) region. (YLB).

ED 181 310 CE 023 924
Fenton, Joseph, Ed. Little, Neal D. Ed
Research Directory of the Rehabilitation Research and Training Centers. Fiscal Year 1979.
Arkansas Univ. Fayetteville. Arkansas Rehabilitation Research and Training Center
Spons Agency—National Inst. of Handicapped Research (DHEW), Washington, D.C.
Report No.—ARRTC/HEW-79/01
Pub Date—79
Contract—16-P-56812/RT-13
Note—522p. ; For related documents see ED 170 568-569
Pub Type—Reference Materials—Directories/Catalogs (132). Reports—Descriptive (141)
EDRS Price—MF02/PC21 Plus Postage
Descriptors—*Deafness, *Educational Research, *Medical Research, *Mental Retardation, *Rehabilitation, *Research, *Vocational Education, Abstracts, Daily Living Skills, Directories, Program Descriptions, Reference Materials, Rehabilitation Centers, Research Projects, Research Utilization, Vocational Training Centers

This ninth edition of the Rehabilitation Research and Training (RT) Centers reports the FY 1979 research activities of nineteen RT Centers (eleven medical, three vocational, three mental retardation, and two deafness). These research activities focus primarily on the areas of severely handicapped and indepenoent living rehabilitation. The 283 abstracts included in this directory are organized under the RT Centers, which are located at the following institutions: New York University, University of Minnesota, University of Washington, Baylor College of Medicine, Emory University, Tufts University, Temple University, The George Washington University, University of Colorado, University of Wisconsin, University of Arkansas, University of West Virginia University of Oregon University of Alabama in Birmingham, Northwestern University, Texas Tech University, University of Wisconsin-Stout, University of California at San Francisco, University of North Carolina at Chapel Hill, and Boston University. Preceding the abstracts under each RT center are listings of that center's core areas of research, completed projects, continued projects, discontinued projects, new projects, and proposed projects. Each abstract includes project objectives, methodology, findings, and applicability. The name of the principal investigator, status of the research activity, and relevant fiscal data are included in bolder type. Both a subject index and principal investigator's index are provided. (LRA).

ED 181 316 CE 023 940
Bowers, Ellen And Others
Women in Vocational Education Administration. A Nationwide Analysis. Research and Development Series No. 179.
Ohio State Univ. Columbus. National Center for Research in Vocational Education
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—79
Available from—National Center Publications, The National Center University, 1960 Kenny Road, Columbus, OH 43210 ($2.35) University, 1960 Kenny Road, Columbus, Ohio 43210 ($2 35)
Pub Type—Reports—Research/Technical (143)
EDRS Price—MF01/PC02 Plus Postage
Descriptors—*Administrator Qualifications, *Certification, *Females, *Vocational Education, Administrator Characteristics, Educational Administration, National Surveys, Sex Differences, Sex Discrimination, Sex Fairness, Standards, Trend Analysis

A study was conducted to determine current requirements for certification in vocational education administration ano the number of women who are qualified for and who currently hold such positions. Data was gathered through a request to states for copies of readily available printed material on the requirements for administering vocational programs and on the number of women certified for these positions. Among the findings was that all states require certain qualifications if not certification or licensing for administration of vocational education programs. Thirty-four states require certification that includes specific vocational programs or courses and at times specific occupational experience. Thirteen of fifty states have established work experience requirements ranging from 1,000 to 3,000 hours. For 24.6 percent of the states, general administrative certification suffices. The remaining twelve states have adopted alternative patterns of credentialing that reflect needs identified in those particular states. (LRA).

ED 181 317 CE 023 [illegible]41
Halperin, Samuel
Emerging Educational Policy Issues in the Federal City: A Report from Washington. Occasional Paper No. 42.
Ohio State Univ. Columbus. National Center for Research in Vocational Education
Pub Date—78
Available from—National Center Publications, The National Center for Research in Vocational Educaiton, 1960 Kenny Road, Columbus, OH 43210 ($2.20)
Pub Type—Opinions/Personal Viewpoints/Position Papers/Essays (120). Speeches, Conferences Papers (150)
EDRS Price—MF01/PC01 Plus Postage
Descriptors—*Administrative Policy, *Educational Policy, *Federal Government, *Political Issues, *Vocational Education, Educational Attitudes, Educational Legislation, Educational Research, Government Role, Policy Formation, Program Effectiveness, Research Needs

Both the federal administration and Congress, through more dollars and more legislation, are expanding the federal role in education. Major themes running through the various legislative proposals will result in a reduced emphasis on fiscal controls, encouragement for process-oriented requirements, better integration of federal programs, and improve federal-state-local coordination. Some additional emerging policy issues are the relationship of formal education authorities to the Youth Employment and Demonstrations Project Act (YEDPA), tax credits on tuition, a cabinet level department of education, educational quality-accountability testing of basic skills, and jobs (creation of new employment). With respect to education in particular, the executive branch is skeptical about its value and a recent informal poll of congressional staff aides revealed the following assertions or allegations: vocational education (1) provides irrelevant skills and is delinquent in providing basic skills, (2) maintains old categories over new job areas, (3) is run by an unresponsive establishment, (4) is dominated by rural and agricultural interests, (5) is discriminatory, (6) focuses too much on high school programs, (7) is delinquent in statistical program evaluation, (8) lacks effective statewide planning, (9) frustrates coordination at all levels, and (10) is too institution-oriented to school-age populations. Research is needed which would dispell or corroborate such views among policy makers. (JT).

ED 181 318 **CE 023 942**

Herr, Edwin L.

Work Focused Guidance for Youth in Transition: Some Implications for Vocational Education Research and Development. Occasional Paper No. 43.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Pub Date—78

Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 ($2.20)

Pub Type—Opinions/Personal Viewpoints/Position Papers/Essays (120). Speeches, Conferences Papers (150)

EDRS Price—MF01/PC01 Plus Postage

Descriptors—*Career Counseling, *Career Guidance, *Education Work Relationship, *Research Needs, Definitions, Educational Problems, Federal Legislation, Public Policy, Speeches

The topic of work focused guidance for youth in transition is addressed from three broad perspectives: the notions that youth transition problems are not indigenous to the United States but are international in scope, an attempt to examine the meaning of work focused guidance, and, finally, a brief look at youth in transition. The author examines four major issues related to work focused guidance: (1) work or employment as an outcome of guidance, (2) work activity or work setting as a guidance technique, (3) the preparation of guidance personnel for work focused guidance, and [illegible] meaning of work in relation to the guidance process (i. e. work as earning a living or as a means of achieving personal goals). The concepts of 'occupational' or 'vocational guidance' are examined in contrast to 'career guidance,' seen as a program rather than a service. The implications of this shift in relationship to federal employment and training legislation are discussed with focus on implications for research and development. Finally, seven questions are posed for research on services to youth in transition with emphasis on the need for attention to subpopulations. (PV).

ED 181 319 **CE 023 943**

Brant, Lynn

I Like You When I Know You: Attitudinal Barriers to Responsive Vocational Education for Handicapped Students. 'It Isn't Easy Being Special'. Research & Development Series No. 174.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—79

Available from—National Center Publications, National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 ($1.90; six-piece set, $25.00)

Pub Type—Information analyses/State-of-the-Art Materials (070). Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01/PC01 Plus Postage

Descriptors—*Attitudes, *Handicapped Students, *Mainstreaming, *Vocational Education, Community Attitudes, Counselor Attitudes, Educational Attitudes, Educational Legislation, Parent Attitudes, Peer Influence, Student Attitudes, Teacher Attitudes

This publication identifies common attitudes toward handicapped persons and provides suggestions for improving attitudes. The first of three major sections presents an historical review of pertinent legislation for education of the handicapped. Section [illegible] gives a brief review of what the legislation means for vocational education. The final section expounds upon the attitudes of educators, peers, parents, and the community. In addition, suggestions for improving attitudes within each group are given. (LRA).

ED 181 320 **CE 023 944**

Campbell-Thrane, Lucille, Ed

Let's Work Together: Intervention Strategies for Learners with Special Needs. 'It Isn't Easy Being Special'. Research & Development Series No. 175.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—79

Available from—National Center Publications, National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 ($3.20; six-piece set, $25.00)

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Disadvantaged, *Educational Needs, *Educational Responsibility, *Educational Strategies, *Special Education, *Vocational Education, Academically Gifted, Administrator Responsibility, Administrator Role, American Indians, Bilingual Students, Change Strategies, Counselor Role, Guidelines, Handicapped Students, Migrants, Minority Groups, Needs Assessment, Prisoners, Talent, Teacher Responsibility, Teacher Role

Divided into four chapters, this monograph focuses on strategies that meet equally the common needs of all students and the unique needs of special students. Chapter 1, Preparing to Meet the Needs of Special Students: Let's Look at Our Responsibilities, identifies special needs populations and presents a list of responsibilities for teachers, counselors, and administrators in helping the special needs learner to succeed in a vocational program. The second chapter explores ten educational needs common to all learners and discusses basic strategies that may help teachers, counselors, administrators, and others to perform effectively with the special student. Chapter 3 provides lists of unique needs of seven special groups and presents strategies for meeting them. Special groups included are (1) American Indians, (2) individuals with limited English proficiency, (3) inmates of correctional institutions, (4) minority groups, (5) gifted/talented students, (6) handicapped students, and (7) migrants. The concluding chapter gives steps to improve access to vocational programs and to improve student performance. (LRA).

ED 181 321 **CE 023 945**

Campbell-Thrane, Lucille, Ed

Let's Find the Special People: Identifying and Locating the Special Needs Learners. 'It Isn't Easy Being Special'. Research & Development Series No. 176.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—79

Available from—National Center Publications, National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 ($3.20; six-piece set, $25.00)

Pub Type—Information analyses/State-of-the-Art Materials (070). Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Disadvantaged, *Educational Responsibility, *Program Development, *Program Evaluation, *Vocational Education, Academically Gifted, Bilingual Students, Data Collection, Educational Needs, Handicapped Students, Migrants, Minority Groups, Prisoners, Special Education, Talent

Identifiers—Office of Education, United States

This publication presents a data collection system useful in measuring the success of vocational programs for special needs populations as well as current descriptive/demographic information on special needs populations nationwide. The first of four chapters provides a general characterization of special populations and specific definitions for each subgroup commonly designated as a special needs population. U.S. Office of Education data (1976), discussed in chapter 2, give an indication of the responsiveness of vocational education programs to the needs of special groups nationwide. Chapter 2 also discusses some of the problems of collecting and analyzing data about special needs group. Each profile is followed by a summary of pertinent literature on the needs of that special population in vocational education programs. The final chapter explores data needs for effective program planning and describes an exemplary data collection system. (LRA).

ED 181 322 CE 023 946

Campbell-Thrane, Lucille, Ed

Here Are Programs that Work: Selected Vocational Programs and Practices for Learners with Special Needs. 'It Isn't Easy Being Special'. Research and Development Series No. 177.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—79

Available from—National Center Publications, National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 ($13.00; six-piece set, $25.00)

Pub Type—Reference Materials—Directories/Catalogs (132). Reports—Descriptive (141)

EDRS Price—MF01/PC10 Plus Postage

Descriptors—*Demonstration Programs, *Disadvantaged, *Program Descriptions, *Vocational Education, Abstracts, Academically Gifted, American Indians, Bilingual Students, Handicapped Students, Migrants, Prisoners, Program Effectiveness, Special Education, Talent

Focusing on vocational education programs that have been successful in increasing access to and performance in vocational education, this publication contains descriptions and abstracts of 137 programs for special needs populations. The first of two major sections contains sixteen site visit reports that include program name, address, contact person, purpose, objectives, and a brief overview. In addition, information is provided about population served, activities and support services, administrative and staffing patterns of the program, and evaluation procedures. Section 2 presents 121 abstracts of general and vocational programs for special people. The abstracts are grouped alphabetically by project title under eight population groups served: (1) American Indian, (2) bilinguals and those with limited English proficiency, (3) disadvantaged, (4) disadvantaged/handicapped, (5) gifted and talented, (6) handicapped, (7) the incarcerated, and (8) migrants. (LRA).

ED 181 323 CE 023 947

Campbell-Thrane, Lucille, Comp

Resources: Agencies and Organizations that Serve Special Needs Learners. 'It Isn't Easy Being Special'. Research & Development Series No. 178.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—79

Available from—National Center Publications, National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 ($3.25 six piece set, $25.00)

Pub Type—Reference Materials—Directories/Catalogs (132)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Disadvantaged, *Educational Resources, *Information Sources, *Organizations Groups, *Vocational Education, Academically Gifted, American Indians, Asian Americans, Bilingual Students, Blacks, Directories, Handicapped Students Mexican Americans, Migrants, Older Adults, Prisoners, Talent

This directory identifies key agencies and organizations that provide guidance and assistance to anyone who works with the special needs learner. The offices and establishments described in the directory represent the numerous organizations and agencies responsive to the academic and vocational requirements of the following special needs populations: (1) American Indians, (2) Asian Americans, (3) Appalachian Whites, (4) bilinguals and those with limited English proficiency, (5) Black Americans, (6) gifted and talented, (7) handicapped, (8) Hispanics, (9) the incarcerated, (10) migrants, and (11) older Americans. Each section is identified by specific population and tells where to locate agencies and organizations. Contacts are listed in alphabetical order within each section. (LRA).

ED 181 324 CE 023 948

The Status of Vocational Education. School Year 1975-76. Research and Development Series No. 162.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—300-78-0032

Note—190p. ; The statistical appendix will not reproduce well due to small, light print

Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 ($10.00)

Pub Type—Numerical/Quantative data (110). Reports—Descriptive (141)

EDRS Price—MF01/PC08 Plus Postage

Descriptors—*Community Involvement, *Educational Resources, *Enrollment, *Program Effectiveness, *Statistical Data, *Vocational Education, Adult Vocational Education, Disadvantaged, Educational Trends, Employment, Employment Patterns, Enrollment Trends, Expenditures, Graduates, Handicapped Students, National Surveys, Postsecondary Education, Secondary Education, Sex Characteristics, State Federal Aid

Identifiers—United States

Existing information, drawn from regular statistical reports to federal agencies and supplemented by information from other sources, is presented to describe the status of publicly supported vocational education in 1975-76 (the year preceding the Education Amendments of 1976) and to examine implications. Individual chapters focus on who is served by vocational education, how well they are served in terms of outcomes realized, what resources are employed to provide services, what kind of community participation was utilized, and what kind of data base is available to support program planning, evaluation, and management. Major findings compare data with that of the previous year: 5% increase in vocational enrollment (primarily at the postsecondary level), no dramatic change in enrollment by sex in most occupational areas, a slightly larger percentage of disadvantaged and handicapped students enrolled, and a consistent growth in expenditures (particularly local and state) to support vocational education programs. Unemployment rates reported for completers of secondary and postsecondary programs are six percentage points lower than for other young people in their age range. Nearly one hundred pages of statistical data upon which the report is based are appended. (MEK).

ED 181 325 CE 023 949

Starr, Harold And Others

Selecting, Analyzing, and Displaying Planning Information. Research and Development Series 164.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—79

Contract—300-78-0032

Note—168p. ; Small, light type in figures will not reproduce well

Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 ($9.75)

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01/PC07 Plus Postage

Descriptors—*Data Analysis, *Demography, *Information Utilization, *Statewide Planning, *Visual Aids, *Vocational Education, Census Figures, Guides, Program Evaluation, Resource Allocation, Statistical Analysis, Statistical Data

This manual is a resource of ideas and suggestions for comprehensive statewide planning of vocational education. It is directed toward both experienced and inexperienced vocational education planners. The data analysis and display techniques presented are useful for producing information for developing state plans and for communicating data-based information to planners, administrators and to other persons who contribute to, react to, or review vocational education planning efforts and documents. The manual includes information which can be used in carrying out three planning tasks: (1) formulating program goals and objectives; (2) planning the allocation of resources for the achievement of goals and objectives; and (3) monitoring and evaluating a plan. The uses of demographic and related information in vocational education planning are given special treatment. Topics include use of demographics and census data for identifying economically depressed areas, areas of high unemployment, and planning regions, and use of it for distribution of funds according to economic and social factors or student accessibility. Examples are also provided of how data analysis techniques and display procedures can be applied to vocational education planning. General concepts are discussed (e. g. sample vs. population and descriptive vs. inferential statistics) as well as specific analysis methods (e. g. multiple enumeration, relationship analysis, and curvilinear trends and regression) and such display techniques as tabular, graphic, line graphs, pie and column charts, pictorial displays, and statistical maps. (PV).

ED 181 326 CE 023 951

Vetter, Louise And Others

Factors Influencing Nontraditional Vocational Education Enrollments: A Literature Review. Research and Development Series No. 150.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—79

Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 ($8.75)

Pub Type—Information analyses/State-of-the-Art Materials (070)

EDRS Price—MF01/PC07 Plus Postage

Descriptors—*Enrollment Influences, *Nontraditional Occupations, *Sex Discrimination, *Sex Stereotypes, *Socialization, *Student Recruitment, Academic Ability, Career Choice, Educational Research, Employed Women, Family Influence, Literature Reviews, Mass Media, Parent Influence, Peer Influence, Sex Fairness, Sex Role, Student Characteristics, Student Interests, Teacher Influence, Vocational Education, Work Attitudes

The literature on factors influencing nontraditional enrollment choices may be approached in this order: background information on the labor force and vocational education, factors influencing nontraditional enrollments, and strategies for increasing nontraditional enrollments. Despite an increase of women in nontraditional occupations, research shows that occupational sex segregation and related wage disparities continue to exist. The problem can be traced to male-dominated and -oriented training programs. Studies of nontraditional students reveal interest and ability as influential enrollment factors; parents are the most important other people involved. The literature on sex role socialization indicates that family members, the mass media, and all elements of public education influence vocational choices. All have been criticized for perpetuating rigid sex roles. The order of influence of 'significant others' on occupational preference is parents, peers, teachers, and counselors. Personal factors to be considered in nontraditional choices are ability and interest. An extensive literature on strategies for increasing nontraditional enrollments provides suggestions for programming from the prevocational level to the recruitment of mid-career students at the postsecondary level. Much information is available in the need areas of information, policy planning and implementation, occupational awareness, self-awareness, sex fair counseling/curriculum development, in-service programming, and collaborative efforts. (YLB).

ED 181 327 CE 023 952

Campbell-Thrane, Lucille, Comp

Resources: Materials for Special Needs Learners. 'It Isn't Easy Being Special'. Bibliography Series No. 50.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—79

Available from—National Center Publications, National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 ($8.75; six-piece set, $25.00)

Pub Type—Reference Materials—Bibliographies (131)

EDRS Price—MF01/PC06 Plus Postage

Descriptors—*Disadvantaged, *Educational Resources, *Information Sources, *Special Education, Academically Gifted, American Indians, Asian Americans, Bibliographies, Bilingual Students, Blacks, Citations References, Handicapped Students, Mexican Americans, Migrants, Older Adults, One Parent Family, Prisoners, Talent

This bibliography contains publications which provide information that will help meet the needs of special individuals with unique characteristics. The bibliography is divided into thirteen sections. Each section is identified by specific population and contains a listing of both generic resources and those specific to each individual special populaiton. Special populations included are (1) American Indians, (2) Asian Americans, (3) bilinguals and those with limited English proficiency, (4) black Americans, (5) disadvantaged, (6) exceptional children, (7) gifted and talented, (8) handicapped, (9) Hispanics, (10) the incarcerated, (11) migrants, (12) older Americans, and (13) single parents. (LRA).

ED 181 328 CE 023 956

Gideonse, Hendrik D.

A Model for Educational Research and Development: 1985. Occasional Paper No. 44.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Pub Date—78

Pub Type—Reports—Descriptive (141). Speeches, Conferences Papers (150)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Educational Development, *Educational Research, *Interaction, *Models, *Policy, *Teacher Participation, Behavioral Science Research, Community Involvement, Government Role, Policy Formation, Research and Development Centers, Research Utilization, School Districts, School Involvement, Social Science Research, Technology Transfer, Vocational Education

Three broad statements summarizing nine axioms underlie a conceptualization of the character of behavioral and social research: (1) social and behavioral science is inherently reflexive, (2) ethics and epistemology are inseparable, and (3) the inherent complexity of behavioral and social phenomena must be reflected in the models developed to guide the support of productive educational research and development (R&D). The idea of differing epistemologies suggests that ignorance of or failure to recognize the worth of others' work leads to conflict between practitioners and researchers, research administrators and politicians as well as to slow adoption of research. A promising interaction model for educational research focuses on the outcomes of research and those who have a stake in the outcomes. Relationships between 'stakeholders' and outcomes vary. The form of an outcome is related to accessibility to stakeholders; stakeholders may have several relations in respect to a research outcome—primary, secondary, or tertiary. Policy implications flowing from the model lie in three main areas: the legitimization of a broader array of R&D activities, functions, and actors; decentralization of authority and responsibility for educational R&D; and the demand for much more careful analysis and attention to policy in its own right. (YLB).

ED 181 329 CE 023 957

Sticht, Thomas G.

Literacy and Vocational Competency. Occasional Paper No. 39.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Pub Date—78

Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 ($2.00)

Pub Type—Information analyses/State-of-the-Art Materials (070). Speeches, Conferences Papers (150)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Employment Qualifications, *Job Skills, *Literacy, *Reading Ability, *Task Performance, *Vocational Aptitude, Basic Skills, Competence, Informal Reading Inventories, Language Acquisition, Reading Comprehension, Reading Development, Reading Skills, Speeches, Task Analysis, Vocational Education

Two focuses of a discussion of literacy and vocational competence should be the need for a more profound understanding of literacy and the relevance of that understanding for studying reading in vocational settings. A developmental model of the acquisition of literacy considers reading a second signaling system for speech. People who become literate learn to perform tasks with written language they previously could perform only with the spoken language. A second view of the written language points out that it differs from spoken language in two critical ways: it is permanent, and it may be arrayed in space. Written language can be consulted as an "external memory" and makes possible reading-to-do and reading-to-learn tasks. An exploratory study using reading-to-do tasks developed a job reading inventory to (1) identify the reading tasks performed in jobs and (2) determine the level of general reading skill needed to perform them. Results showed a strong relationship between reading ability and ability to perform job-reading tasks. The inventory approach remains unvalidated. A sound theory of literacy in vocational settings must antecede establishing minimal competency levels. (Questions and answers are appended.) (YLB).

ED 181 330 CE 023 958

Job Strategies for Urban Youth. Sixteen Pilot Programs for Action.
Work in America Inst. Scarsdale, N.Y.
Spons Agency—Rockefeller Foundation, New York, N.Y.
Pub Date—79
Contract—RF-78006
Note—114p
Available from—Publications Department, Work in America Institute, Inc. 700 White Plains Road, Scarsdale, NY 10583 (1-4 copies of summary, $3.95; of report, $7.95; of both, $10.00; various discounts on quantity orders)
Pub Type—Reports—Descriptive (141)
EDRS Price—MF01/PC05 Plus Postage
Descriptors—*Job Development, *Job Placement, *Job Training, *Urban Youth, *Youth Employment, *Youth Programs, Career Education, Employment Opportunities, Motivation, Part Time Employment, Pilot Projects, Program Descriptions, Program Proposals, Seasonal Employment, Secondary Education, Unemployment, Vocational Education, Youth Opportunities

Developed by a study concerned with urban youth unemployment, this report provides descriptions of sixteen pilot projects intended to find or create unsubsidized jobs for youth, help them prepare for these jobs, and bring youth and jobs together. Based on the theme that unemployment results not from lack of will to work but from lack of opportunities or incentives, chapter 1 proposes a new opportunities approach to the worsening urban youth unemployment. Using cost and deduction tables for employers and employees, chapter 2 pleads the case for monetary incentives for youth. The next five chapters group pilot-scale programs, which agencies in the field may adopt and adapt to local needs, into five categories: incentive pilot programs, new enterprise, successful training and placement models, making the job connection, and opportunities in public service. Each chapter begins with an overview of the category and brief descriptions of the includes some or all of the following: (1) the problem dealt with, (2) strategy, (3) description, (4) impact on youth, (5) feasibility, (6) potential sponsors, (7) cost effectiveness, (8) pros and cons, and (9) evaluation. (YLB).

ED 181 331 CE 023 959

A Guide for Teachers and Administrators—Health Occupations at the Secondary Level.
Illinois State Board of Education, Springfield
Pub Date—77
Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01/PC02 Plus Postage
Descriptors—*Allied Health Occupations Education, *Program Development, Administrator Guides, Secondary Education

Developed primarily to assist local administrators and teachers in planning and implementing secondary level vocational health occupations programs, this guide is also designed for vocational guidance personnel who assist students in making career choices. Section topics are as follow: trends in health care, health occupations education differentiated from health education, components of a quality health occupations program, program purpose, suggested course sequences, steps in planning, joint agreements, community employment needs and opportunities, educational equity, teacher selection, advisory committees, student and program objectives, instructional resources, health associations, and both student and program evaluation. An appendix lists applicable health occupation program resources and Office of Education program title codes. (MEK).

ED 181 333 CE 023 994

Cross, Aleene A. Ed
Vocational Instruction.
American Vocational Association, Washington, D.C.
Pub Date—80
Available from—The American Vocational Association, Inc. 2020 North Fourteenth Street, Arlington, VA 22101 ($13.00)
Pub Type—Books (010). Collected Works—General (020). Guides/Methods/Techniques—Non-Classroom Use (055)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Educational Assessment, *Educational Strategies, *Instruction, *Instructional Improvement, *Student Organizations, *Vocational Education, Audiovisual Instruction, Career Development, Competency Based Education, Curriculum Development, Handicapped Students, Individualized Instruction, Mental Retardation, Minority Groups, Program Evaluation, Program Improvement, Special Education, Teaching Methods

This book deals with six major areas related to vocational instruction: foundations of instruction, curriculum planning and development, instructional strategies, instruction for students with special needs, student organizations as an integral part of instruction, and the appraisal of the instructional process. The foundations of learning section contains three chapters that emphasize humanistic and affective education. The remainder of the chapters give attention to the role of leadership and supervision in improving instruction. The curriculum section includes chapters on the principles of curriculum planning, competency-based programs, expectations and standards, and the use of research and employer needs. The first two chapters of the instructional strategies section focus on individualized instruction. The other chapters explore materials and techniques, career development, the use of military curriculum materials, and instructional media. Chapters in the special needs section expound upon instructional techniques for mentally handicapped and minorities, curriculum modification, and classroom management. The student organizations section uses three student organizations as examples of how they contribute to the vocational education instructional process. The final section of the book contains two chapters focusing on assessment as the base for instructional evaluation and appraisal techniques for evaluating vocational instruction. (LRA).

ED 181 334 CE 023 996

Demonstration and Research for Indian Vocational Education. Research Series No. 77.
United Tribes Educational Technical Center, Bismarck, N.D.
Spons Agency—North Dakota State Board for Vocational Education, Bismarck. Research Coordinating Unit. Office of Education (DHEW), Washington, D.C.
Pub Date—80
Pub Type—Reports—Evaluative/Feasibility (142)
EDRS Price—MF01/PC01 Plus Postage
Descriptors—*American Indian Education, *Dropout Rate, *Participant Satisfaction, *Trade and Industrial Education, *Unit Plan, *Vocational Education, American Indians, Auto Body Repairers, Comparative Analysis, Curriculum Evaluation, Enrollment, Feasibility Studies, Graduation, Inservice Teacher Education, Instructional Materials, School Holding Power, Student Attitudes, Student Interests, Teacher Attitudes, Units of Study, Welders

Project DRIVE (Demonstration and Research for Indian Vocational Education) tested the suitability of the Oklahoma State Department of Vocational and Technical Education Unit-Based Curriculum and instructional materials for Indian vocational education. All students in welding and auto body programs at the United Tribes Educational Technical Center received their training using this material. At the end of an eighteen-month period they were compared to a control group which had completed the programs in the preceding eighteen months on three bases: student retention, student completion, and student interest and satisfaction. Welding students in the experimental group had a better retention and a lower termination rate than those in the control gorup. Auto body students in the experimental group showed a lower completion and higher termination rate. Findings indicated that teacher willingness to use the unit materials is a major factor in success or failure of the materials, as demonstrated in the auto body program where poor instructor attitude contributed to a lack of increase in completion rates. Furthermore, adoption of new curricula requires teacher training in the new material prior to its implementation, again as demonstrated by retention and completion results for students taught by the welding instructor trained in the new materials and the untrained auto body instructor. (YLB).

ED 182 421 **CE 023 462**

Robbins, J. Nevin, Ed

1979 Directory of Resources for the Education of Adults. Information Series No. 174.

Adult Education Association of U.S.A. Washington, D.C. ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio. Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—79

Contract—400-76-0122

Note—251p

Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 ($13.00)

Pub Type—Collected Works—Serials (022). Reference Materials—Bibliographies (131). Reference Materials—Directories/Catalogs (132)

EDRS Price—MF01/PC11 Plus Postage

Descriptors—*Adult Education, *Adult Programs, *Human Resources, *Organizations Groups, *Program Development, Adult Basic Education, Adults, Bibliographies, Community Education, Directories, Disabilities, High School Equivalency Programs, Independent Study, Instructional Materials, Minority Groups, Older Adults, Resource Materials, Staff Development, Volunteers, Womens Education

This directory addresses the needs of individuals and organizations for resources to improve their contribution to adult education and training. It is comprised of twenty-two chapters in four parts. The two chapters in Part 1, 'Introduction,' provide background information on the directory and adult education. The ten chapters in Part 2, 'Guide to Resources,' present resource ideas, suggestions, and references. Chapters 3-8 deal with common processing in educational programs: program management, funding, instruction/learning, materials selection, professional development, and problem solving. Chapters 9-12 focus upon special learner populations: handicapped individuals, non-English speaking learners, older learners, and self-planning learners. Each of the ten chapters in Part 3, 'Human, Organizational, and Material Resources,' identifies diverse resources and presents information about the various resource persons, organizations, or materials and describes how the reader may gain access to those resources. Resources include advisory councils, associations, educational programs for adult educators, governmental organizations information/resource centers, research/development centers, special purpose organizations, publishers, periodicals, and selected bibliographies. The two indexes in Part 4 identify the resource persons, organizations, and topics presented throughout the directory. The subject index classifies resources by chapter, section, and subsection headings; the general index lists resources and headings alphabetically by name. (CSS).

ED 182 424 **CE 023 504**

Hutchinson, Vincent G. Ed

New Trends in Home Economics Education, Volume I. The Teaching of Basic Sciences.

United Nations Educational, Scientific, and Cultural Organization, Paris (France)

Pub Date—79

Available from—UNIPUB, 345 Park Avenue South, New York, NY 10010 ($9.25)

Pub Type—Opinions/Personal Viewpoints/Position Papers/Essays (120). Collected Works—General (020)

Document Not Available from EDRS

Descriptors—*Curriculum Development, *Educational Technology, *Home Economics Education, *Home Economics Teachers, *Program Design, *Research Methodology, Inservice Education, Needs Assessment

Identifiers—Finland

A selection of original texts is presented as well as extracts from conference reports and other publications in an attempt to provide a wide range of views by home economists working in different sectors of the educational spectrum and widely differing geographical settings. Chapter 1, Concepts of Home Economics Education, includes essays on home economics: a unified field approach; a new concept of household education as a school subject; and focus on home and family. Chapter 2, Research Strategies for Need Identification in Different Cultural Settings, includes a discussion of the 'plan your Household' advisory program of the Martha Association in Finland from 1971 to 1974; research in home econonics; and identifying community needs. Other chapters focus on modes of curriculum planning, program formulation, application of educational technology to home economics education, supervision and inservice education for home economics, and home economics and other 'helping' professions. (CT).

ED 182 434 **CE 023 702**

Schwartz, Lila Voorhees, Anita E.

Final Report of WITT Phase II. October 1, 1978-June 30, 1979.

Middlesex County Coll. Edison, N.J.

Pub Date—79

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01/PC04 Plus Postage

Descriptors—*Employed Women, *Employment Problems, *Nontraditional Occupations, *Occupational Mobility, *Program Evaluation, *Sex Discrimination, Career Counseling, Career Development, Career Education, Career Guidance, Employee Attitudes, Employer Attitudes, Equal Opportunities Jobs, Females, Program Development, Promotion Occupational, Questionnaires, Sex Role, Sex Stereotypes, Technical Occupations, Work Environment

Initiated as an innovative approach to career development, the Women in the Technologies (WITT) program aimed at the elimination of barriers to career advancement arising from sex stereotype related problems on the job. The process involved (1) establishment of linkages with business and industrial organizations, (2) presentation of a 'needs analysis' of each participating organization, (3) developing training programs to address problem areas, and (4) supplementary career counseling for participants. A two-part evaluation assessed program impact through use of the Background and Attitudinal Survey and Sex Role Stereotype questionnaires and evaluated seven program activities on the basis of participant opinion indicated on evaluation scales. (The evaluation instruments are provided.) Research on the Phase I WITT program focused on identification of barriers to women's success in nontraditional careers arising from sex role stereotyping and sex bias faced by women in employment; and on orientation of work force members to make them aware of stereotyping and bias. Two questionnaires were administered to participants: a background and attitudinal survey and a female working conditions scale to assess male and female perceptions of sex-bias related problems. Ten program activities were also evaluated by participants; seven of them were related positively. (YLB).

ED 182 435 **CE 023 711**

Jackson, Dorothy J.

Planning Ahead for Career Choice. A Career Decision Making Mini Course for High School Students. Mis. Pub. 76-1.

Cornell Univ. Ithaca, N.Y. Inst. for Research and Development in Occupational Education

Spons Agency—New York State Education Dept. Albany. Office of Occupational and Continuing Education

Pub Date—76

Pub Type—Collected Works—Serials (022). Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Career Education, *Decision Making Skills, *Occupational Information. *Values, Career Choice, Curriculum

Development, Learning Activities, Secondary Education
Identifiers—Peter Blau Model of Occupational Choice

Designed for use at the senior high school level, this career decision making mini course is based on Peter Blau's Model of Occuational Choice. The course has been pilot-tested with college bound and non-college bound students. It may be offered as an elective unit for one-half to one full semester in one to three class periods per week or it may be infused in an English, social studies, health, sociology, psychology, or human relations course. This document contains both the leader's guide and the student's guide. The leader's guide contains information on the background and development of the curriculum model, recommendations for use, and warm-up activities. The student's guide contains the curricular materials which are assembled in the form of a career decision making learning packet. The packet is divided into the following three units: Values; Occupational Information; and Decision Point. Fifteen learning capsules comprise the complete packet. Each learning capsule contains individual and group activities. (BM).

ED 182 447 CE 023 760

Gordon, Margaret S. Trow, Martin
Youth Education and Unemployment Problems. An International Perspective.
Carnegie Foundation for the Advancement of Teaching, New York, N.Y.
Spons Agency—Carnegie Council on Policy Studies in Higher Education, Berkeley, Calif
Pub Date—79
Pub Type—Collected Works—General (020). Opinions/Personal Viewpoints/Position Papers/Essays (120). Reports—Research/Technical (143)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Developed Nations, *Labor Market, *Unemployment, *World Problems, *Youth Employment, Disadvantaged, Youth Opportunities
Identifiers—Belgium, Denmark, Great Britain, Japan, Mexico, Poland, South Asia, Sweden, United States, West Germany

Essays focusing on issues concerning youth education and unemployment problems are presented in this document. It is divided into three general areas. The first, Youth Unemployment in Western Industrial Countries, reviews general dimensions of the problem, the cyclical hypothesis, the demand hypothesis, the supply hypothesis, disaggregating American data, conclusions on causes, policies to combat youth unemployment, and educational policies. The second, Comparative National Experiences, focuses on youth education and unemployment problems in Great Britain, West Germany, Belgium, Sweden, Denmark, Poland, Japan, Mexico, and South Asia. And finally, an essay by Martin Trow, Reflections on Youth Problems and Policies in the U.S. emphasizes aspects of the youth unemployment problem that are relevant particularly to the U.S. He discusses the secondary labor market, the hidden economy, cultural unemployment, types of youth and policies for youth, and types of secondary labor market jobs. (CT).

ED 182 450 CE 023 844

Kimple, James, Jr. And Others
A Project to Communicate and Replicate a Model Career Education Program. Final Report, July 1, 1977-June 30, 1979.
Jobs for Youth, Inc. New York, N.Y.
Spons Agency—Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.
Pub Date—79
Contract—G007701647
Note—31p
Pub Type—Reports—Descriptive (141). Guides/Methods/Techniques—Non-Classroom Use (055)
EDRS Price—MF01/PC02 Plus Postage
Descriptors—*Demonstration Programs, *Literacy Education, *Out of School Youth, *Services, *Youth Employment, *Youth Programs, Career Education, Diffusion, Education Work Relationship, Guides, Literacy, Minority Groups, Models, Pilot Projects, Program Evaluation, Program Guides, Technical Assistance
Identifiers—Fund for Improvement of Postsecondary Education, Jobs for Youth, Massachusetts (Boston), New York (New York)

The overall goal of the Jobs for Youth/Fund for the Improvement of Post-secondary Education (JFY/FIPSE) project was the testing of JFY Educational Services (ES) as a model work-related literacy program capable of being replicated in situations other than New York City. First-year activities (1977-78) focused on replication of the ES Replication Manual. Following intensive review of operations and procedures in New York and Boston, extensive revision was undertaken in the second year (1978-79) to clarify the manual, reconcile differences in operation between Boston and New York, and change procedures which needed modification. The replication evaluation consisted of a report from an "assessment team" which determined the extent to which stated goals were achieved. Project outcomes were program replication, the replication manual, and dissemination activities (conference presentations, professional publications, and technical assistance). An informal impact study of the effect of ES in promoting the basic JFY goal—youth employment—yielded tentative indications of positive effects. The replicated program also has had an impact on services to other JFY program units, the community, a number of small businesses, and other agencies wishing to establish their own work-related literacy programs. (A curriculum report is appended.) (YLB).

ED 182 454 CE 023 855

Wurzburg, Gregory
Youth and the Local Employment Agenda. An Analysis of Prime Sponsor Experience Implementing the Youth Employment and Demonstration Projects Act. Overview and Area Summaries. Final Report.
National Council on Employment Policy (DOL), Washington, D.C.
Pub Date—80
Pub Type—Reports—Evaluative/Feasibility (142)
EDRS Price—MF01/PC04 Plus Postage
Descriptors—*Federal Programs, *Program Development, *School Districts, *School Role, *Youth Employment, *Youth Programs, Agency Cooperation, Career Education, Case Studies, Community Involvement, Coordination, Disadvantaged Youth, Educational Research, Federal Regulation, Incentive Grants, Out of School Youth, Program Evaluation, Underemployment, Unemployment, Work Experience Programs
Identifiers—Youth Employment and Demonstration Projects Act

Using a case study approach, an eighteen-month review assessed the implementation of the Youth Employment and Demonstration Projects Act (YEDPA) in thirty-seven prime sponsorships in twelve states. Most states showed progress in establishing a role for local educational agencies in the prime sponsor employment and training service matrix. But too little time or incentive has limited union and private employer involvement. To meet developmental needs of youth, sponsors have paid more attention to systematic sequencing of services, emphasized program quality, and tied manpower to education through collaboration with local schools. Despite flexible program targeting, cost and reporting disincentives have deterred special needs group identification. A crisis climate has hindered knowledge development by not permitting time for activities without immediately usable pay-offs, while the maintenance-of-effort mandate has proven hard to enforce. "Sticks" (statutes and regulations) and "carrots"(financial incentives) have failed to assure that new programs serve intended federal objectives. Furthermore, uncertainty about funding levels, regulations, and the law itself lessen federal block grant program effectiveness. (Recommendations are made for improving YEDPA program operations and considerations when enacting and implementing new legislation. The ten case study areas are summarized.) (YLB).

ED 182 455 CE 023 889

McCage, Ronald D.
Managing Program Improvement: One State's Approach. Executive Summary. Information Series No. 192.
Ohio State Univ. Columbus. National Center for Research in Vocational Education
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.
Pub Date—80
Contract—300-78-0032
Note—16p.; For a related document see CE 023 890
Available from—National Center Publications, The National Center

for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 ($2.80)
Pub Type—Collected Works—Serials (022). Guides/Methods/Techniques—Non-Classroom Use (055). Reports—Descriptive (141)
EDRS Price—MF01/PC01 Plus Postage
Descriptors—*Educational Development, *Educational Research, *Research Coordinating Units, *Statewide Planning, *Vocational Education, Educational Legislation, Governance, Guidelines, Models, Program Development, Program Improvement, Research Design
Identifiers—Illinois

This executive summary highlights key elements of a paper produced by the National Center for Research in Vocational Education for persons interested in maximizing benefits from research and development in vocational education. This summary describes the legislative background, conceptual model, essential framework, and operational guidelines for a state-managed vocational education program improvement system. One state, Illinois, is used to illustrate the program improvement function through the research coordinating unit. The concepts in the paper may take various forms of relationships and procedures within a particular state governance structure, but the concepts of priority development, research and planning, development and testing, and diffusion/implementation are considered essential to a comprehensive program improvement framework. (Author/BM).

ED 182 456 **CE 023 890**

McCage, Ronald D.
Managing Program Improvement: One State's Approach; Technical Paper.
Ohio State Univ. Columbus. National Center for Research in Vocational Education
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.
Pub Date—80
Contract—300-78-0032
Note—153p. ; For a related document see CE 023 889
Pub Type—Reports—Descriptive (141)
EDRS Price—MF01/PC07 Plus Postage
Descriptors—*Educational Development, *Educational Research, *Research Coordinating Units, *Statewide Planning, *Vocational Education, Administration, Educational Legislation, Governance, Guidelines, Models, Program Improvement, Research Design
Identifiers—Education Amendments 1976, Illinois

Described in this paper is one state's approach to the development and operation of a Research Coordinating Unit (RCU), which is designed to orchestrate research and development activities in vocational education within a state. This approach, based on Illinois's model, depicts program improvement as a continuous process involving such activities as priority determination, research, product development and testing, diffusion, implementation, and impact assessment. The paper is divided into five sections. Section 1 defines a research coordinating unit, explains the purpose of this paper reviews vocational education program legislation, discusses the influence of the Committee on Vocational Education Research and Development (COVERD) study, and summarizes the key provisions of Subpart 3, Title II of P.L. 94-482. Section 2 discusses the program improvement response from Illinois. Section 3 describes the elements of the research and development section of Illinois's RCU, including the conceptual model for operation, administrative structure, priority setting procedures, evaluation/impact/dissemination/reporting procedures, and university personnel development liaison linkages. Section 4 provides a framework for comprehensive program improvement based on key elements of the Illinois model, and section 5 contains the appendixes, including related forms and guidelines. (BM).

ED 182 457 **CE 023 894**

Olivares, Teresa
Vocational Education Needs of Hispanic Women. The Minority Women's Series.
Wisconsin State Board of Vocational, Technical, and Adult Education, Madison
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—80
Contract—G007605295
Note—35p. ; Not available in paper copy due to small print; For a related document see CE 023 899
Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055). Reports—Descriptive (141)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Bilingual Education, *Federal Legislation, *Females, *Migrants, *Spanish Speaking, *Vocational Education, Attitude Measures, Demography, Educational Legislation, Educational Needs, Ethnic Stereotypes, Minority Groups, Social Bias, Stereotypes

The first half of this monograph deals with present attitudes towards Hispanic women and migrants, comparing stereotypes and facts about both groups, including population figures and other demographic data such as income level, family size, source(s) of income, maternal mortality, and morbibity rates. Self inventories on attitudes toward the groups follow each of these two sections. Highlighting pertinent aspects of the revised and extended program for vocational and bilingual education contained in the Education Ammendments of 1976, the remaining portion of the monograph is comprised of a question and answer section on the rationale underlying the concept of bilingual vocational education, an outline of fourteen components of bilingual vocational education, synopses of vocational programs in the Comprehensive Employment and Training Act (CETA), the state of Wisconsin Manpower Services, interagency programs provided for in the Vocational Education Title II Ammendments of 1977. Other legislation affecting the needs of Spanish speaking persons, notably Title IX and the Supreme Court's Lau decision and subsequent establishment by the Office of Education of a five-level continuum of English language proficiency, are summarized on the concluding pages. (MEK).

ED 182 460 **CE 023 917**

Guide for Occupational Exploration.
Employment and Training Administration (DOL), Washington, D.C.
Pub Date—79
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock Number 029-013-0080-2)
Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF04/PC29 Plus Postage
Descriptors—*Occupational Clusters, *Occupational Information, *Vocational Interests, Career Exploration, Guides, Occupations

Intended for use with or without counseling help, this occupational exploration guide is organized around 12 interest areas, 66 work groups, and 348 subgroups of occupational titles. The interest areas (an expansion of John Holland's six occupational categories) represent the broad interest requirements of occupations as well as the vocational interests of individuals. Within each interest area are work groups (occupational clusters) suitable for exploration by those who have a particular interest. Each work group section contains descriptive information and listings of jobs by 'Dictionary of Occupational Titles' (DOT) name and code. Information on each work group is presented under the following question headings: What kind of work would you do? What skills and abilities do you need? How do you know if you would like or could learn to do this kind of work? How can you prepare for and enter it? What else should you consider about these jobs? Appended is an alphabetical listing of all DOT titles and codes listed in the guide. Other appendixes explain how the twelve interest areas were developed, describe the U.S. Employment Service (USES) Interest Inventory (under development) and its General Aptitude Test Battery (GATB), list occupations for which Specific Aptitude Tests (SATBs) have been developed, and suggest uses of the guide for cataloging and filing occupational information materials. (MEK).

ED 182 461 **CE 023 933**

Orsak, Charles G. And Others
An Assessment of Need for Developing and Implementing Technical and Skilled Worker Training for the Solar Energy Industry.
Navarro Coll. Corsicana, Tex
Spons Agency—Department of Energy, Washington, D.C.
Pub Date—78
Contract—DOE-EG-77-S-04-3869

Note—38p.; For a related document see CE 023 927
Available from—Navarro College, P.O. Box 1170, Corsicana, TX 75110 (Complete 276-page report, $65.00)
Pub Type—Reports—Research/Technical (143)
EDRS Price—MF01/PC02 Plus Postage
Descriptors—*Educational Needs, *Employment Projections, *Labor Market, *Labor Needs, *Solar Radiation, *Technical Occupations, Employment Opportunities, Employment Qualifications, Job Skills, Needs Assessment, Occupational Surveys, Postsecondary Education, Task Analysis, Technical Education
Identifiers—Emerging Occupations

A Navarro College, Texas, study determined the quantitative and qualitative needs for developing skilled manpower for the solar industry and secondarily identified the (present) solar industry manpower populations and tasks performed by solar technical and skilled workers. Results from three initial working groups addressing equipment, market penetration, and skills analysis were combined by a fourth manpower assessment group to (1) forecast solar-trained manpower needs and (2) determine the training required to produce manpower capable of performing the identified tasks. Based on data from available market studies, the demand for trained workers to design, install, and maintain solar systems will be substantial and will develop concurrently with the demand for solar equipment. According to solar market projections, 2.4 million solar units will be installed by 1985. By that time there must be 25,000 skilled workers in the solar field, one-fifth trained at the technician level. Solar technician training should be equivalent in length and extent to that for heating, ventilating, and air conditioning technicians—approximately a two-year program. Solar mechanics training can continue to be provided by solar industry. To meet the demand, approximately eight schools, each graduating fifty solar technicians a year, are needed. (Tables and figures are appended.) (YLB).

ED 182 462 **CE 023 953**
Bowers, Ellen Hummel, Judythe
Factors Related to Underrepresentation of Women in Vocational Education Administration: A Literature Review. Research and Development Series No. 152.
Ohio State Univ. Columbus. National Center for Research in Vocational Education
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—79
Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 ($6.75)
Pub Type—Collected Works—Serials (022). Information analyses/State-of-the-Art Materials (070)
EDRS Price—MF01/PC05 Plus Postage
Descriptors—*Administrators, *Females, *Sex Discrimination, *Social Influences, *Vocational Education, *Work Environment, Adjustment to Environment, Change Strategies, Employers, Equal Opportunities Jobs, Interpersonal Relationship, Literature Reviews, Organizational Change, Organizational Climate, Research Needs, Sex Fairness

The three purposes of a literature review were to (1) document factors relating to the underrepresentation of women in vocational education administration, (2) establish a sound data base for dissemination, and (3) encourage other project and program work toward attaining sex equity in vocational education administration. Ten interpersonal factors and five organizational factors were identified and examined. Although no one factor could be cited as solely responsible, the literature clearly indicated that a number of factors are inextricably bound together in the underrepresentation of women. Some studies indicated how women perceive themselves and their career goals; others related to the perception of others with whom they interact, including family, friends, and employers. Organizational factors such as admission and hiring practices and communications patterns were identified as barriers. Although legislative mandates now prohibit policies and procedures which discriminate against women, an organization must look beyond the law and actively implement strategies to erase the more subtle, traditional patterns of practice which have been ingrained into organizations. A two-pronged redirection for research and development efforts is recommended: (1) an investigation of strategies and intervention processes focused on both external and internal change to affect administrative decision makers and (2) examination of the benefits accruing to vocational education as women are appointed to decision-making positions. (MEK).

ED 182 463 **CE 023 954**
Ellis, Mary L.
Vocational Education: The Future Is Now. Occasional Paper No. 37.
Ohio State Univ. Columbus. National Center for Research in Vocational Education
Pub Date—78
Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 ($1.90)
Pub Type—Opinions/Personal Viewpoints/Position Papers/Essays (120). Speeches, Conferences Papers (150). Collected Works—Serials (022)
EDRS Price—MF01/PC01 Plus Postage
Descriptors—*Educational Change, *Educational Planning, *Social Change, *Vocational Education, Economic Change, Futures of Society

Planning for the future of vocational education should center around both external and internal perspectives. Planning for change should be based on the implications of the broadest societal issues as they evolve over the coming years. Accordingly, vocational programs need to be carefully reviewed to make certain students are being prepared to look beyond the entry level and to understand how skills and experiences on one level may later apply to another level or occupation. The profession needs to organize programs, institutions, agencies, and individuals to respond to the changes as they occur. If we accept projections of the age, sex, and racial composition of the work force, it probably means a transition to a new organization for the delivery of vocational education. Perhaps the profession needs one or more of its members to become vocational futurists—constantly challenging the planning of vocational education in the context of major social, economic, and political change. More emphasis should be placed on research and development toward retooling vocational education. The Department of Labor youth employment initiative may be the first of these challenges. (Twenty-one questions and answers from the audience of research and development personnel are appended.) (MEK).

ED 182 473 **CE 023 984**
Dissemination and Use of Materials to Facilitate Locally Directed Evaluation of Community College Agricultural Occupations Programs. Phase III, July 1, 1976 through June 30, 1980.
Illinois Univ. Urbana. Dept. of Vocational and Technical Education
Spons Agency—Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education
Pub Date—79
Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055). Reports—Evaluative/Feasibility (142). Tests, Questionaires, Evaluation instruments (160)
EDRS Price—MF01/PC03 Plus Postage
Descriptors—*Agricultural Education, *Community Colleges, *Evaluation Criteria, *Program Evaluation, *Standards, *Vocational Education, Accountability, Check Lists, Guidelines, Program Development
Identifiers—Illinois

This evaluation guide is designed to assist local community college instructors, administrators, and other persons in the evaluation of their agricultural occupations program. The first of three sections provides an introduction and discusses (1) how standards benefit students, colleges, and the community; (2) how to prepare for a review of the local program; (3) how to conduct the review; and (4) how to develop a plan for upgrading the local program. Section 2 contains an example showing how to use the standards checklist for reviewing local programs. This section also provides lists of standards approved by Illinois community college instructors in agriculture. The final section includes the following field test reports: horticulture program—Joliet Junior College; agricultural supply program—Illinois Central College; agricultural mechanics program—Lake Land College; and agricultural production program—Lewis and Clark College. (LRA).

ED 182 476 **CE 023 991**

Tuttle, Francis T. Wall, James E.

Revitalizing Communities through Industry Services Programs. Critical Issues Series, No. 2.

American Vocational Association Washington, D.C.

Pub Date—79

Available from—Special Publications, American Vocational Association, 2020 North Fourteenth Street, Arlington, VA 22201 (Order Number 10179, $3.00; discounts available on bulk orders)

Pub Type—Reports—Descriptive (141). Collected Works—Serials (022)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Industrial Training, *Job Development, *Job Training, *School Business Relationship, *Statewide Planning, Community Development, Job Placement, Program Descriptions

Identifiers—Mississippi, Oklahoma

This publication describes some of the basic features of state industry services programs, particularly those related to job training. It seeks to answer the following questions: How does an industry services program differ from more traditional vocational education programs? What types of training are provided? Who benefits? How are the activities of industry, state or local agencies, and community groups coordinated? What is the most efficient and effective way to run an industry services program? Two different statewide industry services programs are described, one in Mississippi and one in Oklahoma. (BM).

ED 182 477 CE 023 992

Trapnell, Gail

Designing Programs for Marketing and Distributive Education.

American Vocational Association, Washington, D.C.

Pub Date—79

Available from—The American Vocational Association, Inc. 2020 North Fourteenth Street, Arlington, VA 22201 (Order Number 10479)

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Curriculum Development, *Distributive Education, *Marketing, *Program Design, *Program Development, *Teaching Methods, Delivery Systems, Postsecondary Education, Secondary Education

Written primarily for those who influence vocational program planning and design in high schools, community colleges, and area vocational-technical centers, this guide is intended to help in designing marketing and distributive education programs. It can also be useful to guidance counselors, public information directors, businessmen, and teacher educators. This guide provides discussion and information on the following topics: what marketing and distributive education is; contributions of marketing and distributive education to society; instructional framework for marketing and distributive education programs; curriculum options; client groups; types of instruction; organizational plans; delivery systems; and unlimited program design options. (BM).

ED 182 478 CE 023 999

Greenwood, Katy Lee Brown

A Rational Approach to Historiography: Misuses and Abuses of History. Symposium on Historiography: the Revisionist and the Progressive Historical Interpretations of Vocational Education andCurrent Implications.

Texas A and M Univ. College Station. Coll. of Education

Pub Date—79

Pub Type—Opinions/Personal Viewpoints/Position Papers/Essays (120). Speeches, Conferences Papers (150)

EDRS Price—MF01/PC01 Plus Postage

Descriptors—*Educational History, *Historical Criticism, *Historiography, *History, *Validity, *Vocational Education, Educational Research, Motivation, Research Methodology, Social Action, Social Change, Standards

Identifiers—Revisionism

To knowledgeably debate with revisionist historians regarding the early history of vocational education and the social intentions of early leaders, vocational educators should focus attention on three general questions regarding (1) the validity of historical research, (2) motives of historical researchers, and (3) the kind of research responsibility necessary for any field of endeavor. The first question is concerned with the appropriate methodology for interpreting history. Controversy centers on the ways in which the validity of historical interpretation can be judged and on the existence of standards of precision and credibility. Much revisionist criticism may be due to misinterpretation. The second question concerns varying motives of historical researchers which can lead to conflicting interpretations. Centered at liberal centers of social activism, revisionists see historical interpretation as a method of bringing social change. Vocational education must respond to this political, not historical, debate with close examination of methodology and demands for standards of precision and credibility and not with selective reporting. The third question concerns why vocational education is remiss in interpreting its history and philosophy. To counteract damage done by political interpretations by historians and historiographers, vocational education must assume responsibility for interpreting its own history and philosophies and accelerate its emphasis on historiography. (YLB).

ED 182 487 CE 024 009

Miller, Joanne

Individual and Occupational Determinants of Job Satisfaction: A Focus on Gender Differences.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md

Pub Date—79

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Individual Differences, *Job Satisfaction, *Sex Differences, *Work Environment, Comparative Analysis, Employed Women, Employee Attitudes, Employees, Occupations, Organizational Climate, Rewards

Based on two related sets of data from the 1979 Kohn and Schooler followup study of 626 men, ages 26-65, who were part of the employed, civilian labor force in 1964, a study investigated the determinants of job satisfaction for these men, and 269 of their 555 wives who were formally employed ten or more hours per week. Correlations between job satisfaction indexes and indicators of job conditions (occupational self direction, organizational structure and position, job pressures and uncertainties, and extrinsic rewards and protection) were used in multiple regression analyses. Strong evidence was found of a direct connection between day-to-day job conditions and workers' satisfaction regardless of gender. Furthermore, causal models demonstrate that the effect of job conditions on job satisfaction is not the result of selective entry of workers into particular occupations or people adjusting performance on the job according to current satisfaction with their work. Although both men and women evaluate their jobs in terms of immediate work environment, there are differences in the particular job conditions that influence their assessments. Some of these differences can be related to individual work values that may alter the subjective nature of work experiences. However, the nature of particular jobs and potential sources of gratification also suggest explanations for different reactions to specific job conditions. (Author/MEK).

ED 182 488 CE 024 012

Ripley, Randall B. And Others

Areawide Planning in CETA. R & D Monograph 74.

Ohio State Univ. Columbus. Mershon Center

Spons Agency—Employment and Training Administration (DOL), Washington, D.C. Office of Research and Development

Pub Date—79

Contract—DL-21-39-75-10

Note—147p

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock Number 029-000-00388-4)

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01/PC06 Plus Postage

Descriptors—*Administration, *Employment Programs, *Planning, *Program Development, *Program Effectiveness, Federal Programs, Success

Identifiers—Comprehensive Employment and Training Act, Prime Sponsors

An intensive study was conducted of areawide planning for the implementation of Title II A, B, and C (formerly Title I) of the Comprehensive Employment and Training Act (CETA), as performed by prime sponsors to meet the needs of their communities. The central objectives of the research were (1) to describe the planning systems that have emerged, (2) to relate the features of planning systems to contextual factors, and (3) to explore the links between these planning systems and program performance. Intensive field work was done in twelve prime sponsorships which were selected because they were reputed to take planning seriously. Results were compared on some questions with national averages and with observations in thirty other prime sponsorships in which intensive field work was done for previous studies. Three major models of planning were observed in the field work studies, as well as a group of exemplary approaches to critical elements of planning and management. The most general finding was that careful planning by prime sponsorship staff does have the potential for helping improve program performance. However, planning was found to be only one of a number of aspects of prime sponsorship management that needs to be handled well in order to achieve programmatic goals. Fortunately, these elements of management are highly manipulable at the local level, and non-manipulative elements of local context such as economic conditions do not create severe restraints on what can be achieved. (Observations and specific recommendations for improving prime sponsor activities are included for review and implementation.) (BM).

ED 182 493 CE 024 026

Lewis, Morgan V. Ed

Research and Development Needs of Vocational Education.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—79

Contract—300-78-0032

Note—220p. ; Information in some of the tables will not reproduce well due to small type

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01/PC09 Plus Postage

Descriptors—*Educational Development, *Educational Needs, *Educational Research, * *Needs Assessment, *Research Needs, *Vocational Education, Content Analysis, Educational Legislation, Information Needs, Literature Reviews, Research Utilization

Intended to provide information on applied research and development (R&D) priorities in vocational education and on the type of R&D required for each need, this report is divided into (1) an introduction to the problem and procedures, (2) a content analysis of selected documents, and (3) background papers for selected need areas. Chapter 1 discusses the problem of identifying the major needs facing vocational education, selecting those needs most amenable to R&D, and developing appropriate strategies. The procedures followed are described: content analysis of significant documents, verification with a panel of expert consultants, and the development of background papers from specialists in the needed areas selected for additional attention. Chapter 2 presents the results of that content analysis from which fifteen needs were identified. Each need is briefly defined and then documented by reference to relevant legislation and pertinent material from other sources. The eleven background papers in chapter 3 vary considerably in approach, depth, and degree to which they specify the kinds of R&D that should be directed to the needs. They raise important questions in five needs areas: coordination and articulation; curriculum content and instruction; data collection and evaluation; planning; and transition from school to work. (YLB).

ED 182 499 CE 024 036

Gordon, Ruth, Comp. And Others

Research and Development Projects in Vocational Education, FY 1970-1977. An Annotated Bibliography. Volume II: State-Administered Projects.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—80

Contract—300-78-0032

Note—609p. ; For a related document see ED 170 532

Pub Type—Reference Materials—Bibliographies (131). Reports—Descriptive (141). Reports—Research/Technical (143)

EDRS Price—MF03/PC25 Plus Postage

Descriptors—*Bilingual Education, *Career Education, *Curriculum Development, *Demonstration Programs, *Research Projects, *Vocational Education, Abstracts, Contracts, Educational Innovation, Educational Research, Elementary Secondary Education, Federal Aid, Grants, Postsecondary Education, Program Descriptions, State Aid, State Departments of Education, State Programs

Volume II of a two-volume annotated bibliography presents resumes of research and exemplary and innovative program projects that were administered by the state departments of education during fiscal years 1970-1977. The projects described in Volume II were supported with funds authorized by Section 131(b) of Part C and Section 142(d) of Part D of the Vocational Education Amendments of 1968 (Public Law 90-576). Following the introduction, the resumes are arranged alphabetically by state and grouped by fiscal year within each part of the legislation under which funding was obtained. The information provided for each project includes the title, project director and organization, funding period, state contract or control number, and an annotation focusing on project objectives. Volume I, published in January 1979, contains information on research, exemplary and innovative program projects, curriculum development projects, and bilingual vocational training programs that were administered by the Bureau of Occupational and Adult Education, U.S. Office of Education. (Author).

ED 182 500 CE 024 037

Consortium for the Development of Professional Materials for Vocational Education. First Annual Consortium Report, 1978-1979.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Consortium for the Development of Professional Materials for Vocational Education

Pub Date—79

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Administrator Education, *Competency Based Teacher Education, *Consortia, *Instructional Materials, *Material Development, *Vocational Education, Administrators, Annual Reports, Curriculum Development, Learning Modules, Postsecondary Education, Secondary Education, Skills

Identifiers—Florida, Illinois, National Center for Research Vocational Education, New York, North Carolina, Ohio, Pennsylvania, Texas

To increase the supply of modularized instructional materials to meet the need for preservice and/or inservice education of professional vocational educators, the National Center for Research in Vocational Education and seven interested states organized in 1978 a Consortium for the Development of Professional Materials for Vocational Education. To deliver the 166 competencies identifed and nationally verified as important to local administrators in previous research (ED 164 746), it was estimated that twenty-five to tirty modules were needed. With six modules having been developed and field tested as part of another project (ED 164 747), the specific objective of the consortium for 1978-79 was to develop and field test seven additional competency-based modules designed specifically for use in the preparation of local administrators of secondary and postsecondary vocational education programs. One module was to be prepared by each of the seven member states: Florida, Illinois, Ohio, New York, North Carolina, Pennsylvania, and Texas. Following establishment of development priorities, modules were developed in a fourstage process involving preparation of (1) a module prospectus, (2) a field review version, (3) a field test version, and (4) the published edition. (Appendixes include the minutes of three board meetings and four progress reports.) (YLB).

ED 182 501 CE 024 038

Zwerdling, Daniel

Toward a More Human Way of Working in America. A Report on the National Conference of the American Quality of Work Life Association Convoked by the American Center for the Quality of Work Life (1st, Washington, D.C. May 20-22, 1977).

American Center for Quality of Work Life, Washington, D.C.

Spons Agency—Ford Foundation, New York, N.Y. National Inst. of Mental Health (DHEW), Rockville, Md. Center for Studies of Metropolitan Problems
Report No.—DHEW-ADM-78-731
Pub Date—79
Contract—NIMH-PLD-09410-77
Note—62p
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 017-024-00916-4)
Pub Type—Information analyses/State-of-the-Art Materials (070). Collected Works—Proceedings (021)
EDRS Price—MF01/PC03 Plus Postage
Descriptors—*Employer Employee Relationship, *Humanization, *Improvement Programs. *Organizational Development, *Program Development, *Quality of Life, * Attitude Change, Career Education, Committees, Employment, Industrial Structure, Job Enrichment, Labor Demands, Life Style, Morale, Organizational Climate, Program Administration, Teamwork, Work Environment

Beginning an an informal, unstructured information interchange among 100 union, worker, and management representatives from seventeen public and private sector organizations operationally involved in quality of work life activities, a 1977 conference evolved into the first annual meeting of the American Quality of Work Life Association. Participants shared their activities to achieve the simultaneous goals of improved quality of work life for all members of the orgnization and greater company and union effectiveness. Development of a quality of work life project was described as a multi-phase process. Someone in the union, management, or outside organization seeks to initiate interest in his idea in the startup phase. The get-going phase involves creation of the project structure—committees with joint labor and management representation. Implementation and expansion in the "going" phase depend on effective resolution of issues concerning activities and goals. From the start ground rules (contracts and letters of agreement) should be defined. Project participation and involvement should be continually expanded and maintained when changes appear imperceptible. Benefits include improved communications, drop in grievance rates, and attitudinal changes. Future issues include self-sustaining projects, committee authority, and work sharing of the fruits of increased efficiency and productivity. (YLB).

ED 182 503 CE 024 042

Educational Equity: The Continuing Challenge. Fourth Annual Report, 1978.

National Advisory Council on Women's Educational Programs, Washington, D.C.
Pub Date—79
Pub Type—Reports—Descriptive (141)
EDRS Price—MF01/PC02 Plus Postage
Descriptors—*Equal Education, *Nondiscriminatory Education, *Sex Discrimination, * *Womens Education, Access to Education, Advisory Committees, Annual Reports, Federal Legislation, Federal Programs, Females
Identifiers—Title IX Education Amendments 1972, Women's Educational Equity Act

This fourth annual report on Women's Educational Equity Act (WEEA) programs highlights the major areas addressed by the National Advisory Council on Women's Educational Programs in 1978. The report begins with an introductory summary of the Council's work since 1975 followed by brief discussions reporting the 1978 revisions in WEEA and the implementation of Title IX. The next three sections cover council activities in the areas of vocational education, neglected women, and project site visits. The report concludes with a description of other council activities, such as Education Division monitoring, outreach, and projects in process. The appendix contains the WEEA (P. L. 95-561), a description of the Council's committee structure and membership, a summary of the meetings held by the Council and its committees, and a list of Council publications. (EM).

ED 182 513 CE 024 056

Miller, Juliet V. Wargel, James F.

Developing State Agency Facility Plans: A Guide to Planning and Implementation. Michigan Studies in Rehabilitation Utilization Series: 4.

Michigan Univ. Ann Arbor. Rehabilitation Research Institute
Spons Agency—Rehabilitation Services Administration (DHEW), Washington, D.C.
Pub Date—79
Contract—15-P-59021/5
Note—111p. ; Appendixes C and D will not reproduce well due to small and broken print
Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01/PC05 Plus Postage
Descriptors—*Facility Planning, *Facility Utilization Research *Statewide Planning, *Vocational Rehabilitation, Administrator Guides, Facility Requirements, Federal Regulation, Guidelines, Master Plans, Models, Needs Assessment, State Programs, State Surveys

Intended for use in inservice training of vocational rehabilitation agency personnel, this facility planning guide is designed to (1) help state agencies understand the new facility planning requirements of the Rehabilitation Comprehensive Services and Developmental Disabilities Amendments of 1978, (2) provide information about a six-step planning process which can be used to develop a state agency facility plan, and (3) suggest a possible outline for a written state agency facility plan. An introductory section provides an overview of the amendments which require state agencies to include plans for development and utilization of rehabilitation facilities in their state plans and program and financial plans. Each succeeding section is devoted to one step in the planning model which was developed during a short-term training seminar: (1) policy statement, (2) needs assessment, (3) resource assessment, (4) prioritized goals, (5) implementation plan, and (6) evaluation design. A sample outline for organizing written plans is included along with four appendixes: comprehensive list of service needs, consideration of similar benefits checklist, similar benefits directory, and the Ohio Rehabilitation Services Commission Survey of Rehabilitation Facilities (a questionnaire). (PV).

ED 182 515 CE 024 059

Litchfield, Carolyn G.

A Research Project to Determine the Reasons for an Imbalance of Women in Administrative Positions in Vocational Education. Final Report.

Kentucky Univ. Lexington. Div. of Vocational Education
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.
Pub Date—80
Contract—G007702290
Note—511p. ; Parts of appendixes will not reproduce well due to small, light type
Pub Type—Reports—Research/Technical (143). Information analyses/State-of-the-Art Materials (070)
EDRS Price—MF02/PC21 Plus Postage
Descriptors—*Administrator Selection, *Employer Attitudes, *Employment Practices, *Sex Discrimination, *Vocational Education, Administrators, Affirmative Action, Equal Opportunities Jobs, Evaluation, Females, Interviews, Literature Reviews, Personnel Policy, Recruitment, Research Projects, Self Concept, Sex Role, State Surveys, Teacher Attitudes, Teacher Promotion, Vocational Education Teachers, Work Attitudes
Identifiers—Kentucky

Components of a project to assess the reasons for the imbalance of women in administrative positions in vocational education were research, synthesization, and evaluation. Phase 1 of the five-phase research study, a literature review, identified internal and external barriers. Mail surveys in phases 2 and 3 identified attitudes, perceptions, and aspiration of Kentucky vocational education teachers toward accepting employment as administrators and of individuals who hire administrators for vocational education. Phase 4, an interview study, identified policies and practices regarding the employment of vocational administrators. Phase 5 consisted of employer evaluations of matched resumes to identify biased attitudes in administrator selection. The obtained data and input from an advisory committee and consultants were utilized to develop realistic strategies and a plan of action to eliminate the imbalance of women in the administration of vocational education in Kentucky. Project results were evaluated in two stages. Evaluation of the research component in stage 1 was performed by a consultant with demonstrated expertise in the areas of attitude assessment and survey research. Evaluation of the synthesization component in stage 2 was performed by a consultant with expertise in administration and sex equity. (Instruments are appended.) (Author/YLB).

ED 182 525 CE 024 086

Connelly, Tom, Jr. Clark, Dan

Developing Interdisciplinary Education in Allied Health Programs. Issues and Decisions.

Southern Regional Education Board, Atlanta, Ga

Spons Agency—Health Resources Administration (DHEW/PHS), Bethesda, Md. Div. of Associated Health Professions

Pub Date—79

Contract—PHS-5-D12-AH90131

Note—46p. ; Research prepared through the Allied Health Education Project

Pub Type—Information analyses/State-of-the-Art Materials (070)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Administrator Responsibility, *Allied Health Occupations Education, * *Health Services, *Interdisciplinary Approach, *Program Administration, *Program Development, Administrators, Allied Health Occupations, Change Agents, Change Strategies, Decision Making, Educational Change, Educational Innovation, Health Personnel, Organization, Program Content

By definition allied health education operates in a dynamic environment influenced by the diciplines it represents, the educational system in which it resides, and the complexities of the health care delivery system which it serves. Well-designed and implemented interdisciplinary programs would assist allied health administrators in answering the needs of its diverse publics. Historically, an interdisciplinary approach in the health sciences has been demanded by these forces. Unfortunately, with its multiple definitions, interdisciplinary education confuses and poses problems for administrators attempting to implement the approach. An administrator of the allied health unit must address issues related to the tools of production (organization of the program, faculty, and curriculum), the raw material (students), and the final product (the reality of the outcome of interdisciplinary efforts). Perhaps the biggest challenge for the administrator is not only to facilitate development of innovative instructional forms, but also to deal with complex organizational change. Specific administrative decision making occurs at two levels: (1) those decisions which begin the change process including organizational goal setting, problem diagnosis, and postures necessary for interdisciplinary development and (2) those which relate to the issues of implementation and maintenance of interdisciplinary activity (program operation). (YLB).

ED 182 527 CE 024 088

Richards, Edgar L.

Perceptions of the Preparation of Youth for Work: Report of a Three-State Survey.

Research for Better Schools, Inc. Philadelphia, Pa

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—80

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01/PC01 Plus Postage

Descriptors—*Basic Skills, *Employer Attitudes, *Employment Qualifications, *Job Skills, *Work Attitudes, *Youth, Career Education, Communication Skills, Education Work Relationship, Employee Attitudes, Employment, Employment Experience, Individual Characteristics, Job Training, Personnel Evaluation, Questionnaires, Surveys, Work Experience, Young Adults

Identifiers—Delaware, New Jersey, Pennsylvania

A survey of employers in Delaware, New Jersey, and eastern Pennsylvania provided (1) information on organizational characteristics, employers' perception of the relative importance of nine previously identified successful transition skills, and their perception of the deficiency of these skills in today's employed youth; and (2) a model procedure for schools to use or adapt in conducting similar surveys on a local level. A questionnaire was developed and distributed to 178 members of twenty-seven local service clubs (Exchange, Kiwanis, Lions, Rotary) to collect data for the following concerns: the employee attribute most important to employers in general; relative importance of previous job experience and personal attributes; degree of agreement among employers in different types of organizations on important attributes and value of experience; attributes in which youth are found to be most deficient; and differing estimates among employers in different types of organizations of the proportion of deficient youth. Employers agreed that young workers were most deficient in those attributes they considered most important despite an emphasis on those attributes in the schools. The finding that employers view the possession of the successful transition skills as more important than previous work experience argues strongly for career education programs. (YLB).

ED 182 528 CE 024 089

Richards, Edgar L.

Sharing Career Education Resources with Schools: An Exploratory Study of Employer Willingness.

Research for Better Schools, Inc. Philadelphia, Pa

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—80

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Business, *Career Education, *Employer Attitudes, *Institutional Characteristics, *Resources, *School Business Relationship, Community Resources, Community Services, Cooperative Planning, Educational Research, Educational Resources, Employment, Industry, Program Development, Questionnaires, School Community Relationship, School Districts

To aid schools planning career education programs, a study (1) identified resources which organizations might be willing to share with schools and (2) attempted to match available resources to easily observable characteristics of employment organizations. Produced through use of the Delphi technique, two lists of variables (organizational resources and organizational characteristics) formed the content of a questionnaire developed for administration to 178 members of twenty-seven service clubs (Exchange, Kiwanis, Lions, Rotary) in Delaware, New Jersey, and eastern Pennsylvania. A company's overall willingness to share resources was compared to eleven operating characteristics: current school assistance, formal recruitment program, formal staff training program, management that encourages employee community service, hiring of skilled nonprofessionals, support of employee education, engagement in public service, public relations officer, student hiring, job openings, and apprenticeship program. Willingness to share each of sixteen resources was also compared to six other organizational characteristics. Responses were also analyzed for two open-ended questions: other resources business might be willing to share and other ways in which businesses would like to be involved in planning and implementing career education programs. The major conclusion was that the employer community is an underused resource available to schools. (YLB).

ED 182 529 CE 024 096

Moesser, Alba I. Ed. And Others

Resource Bank for Overcoming Sex Bias and Stereotyping in Vocational Education.

Minority Affairs Inst. Inc. Walnut, Calif

Spons Agency—California State Dept. of Education, Sacramento. Div. of Vocational Education

Pub Date—79

Pub Type—Reference Materials—Bibliographies (131). Reference Materials—Directories/Catalogs (132)

EDRS Price—MF01/PC05 Plus Postage

Descriptors—*Educational Resources, *Sex Fairness, *Vocational Education, County Programs, Displaced Homemakers, Federal Programs, Human Resources, Instructional Materials, Minority Groups, Organizations Groups, Resource Materials, State Programs

Identifiers—California

Developed for use by educators in general and specifically for teachers, administrators, project directors or others who are directly involved in providing non-discriminatory vocational education to all students (including minority women and displaced homemakers), this resource book is divided into seven sections: (1) organizations/projects (community and women's organizations, educational institutions, federal-, state-, and locally-funded projects—1974-1979), (2) publications, (3) bibliographies, (4) directories, (5) learning materials, (6) films/filmstrips, and (7) human resources. Nearly all entries are annotated. The organization/project section is further subdivided into four parts: seventeen national organizations/projects (alphabetical), forty-five nationwide organizations/projects by state, California state level projects, and California projects by county. The publications section includes government documents, books, research studies, and journal articles. Films listed include those designed for classroom use and those that directly address sex equity issues. Individuals listed as contact people for projects and organizations listed in section 1 are included in the human resource section which provides an alphabetical listing of sixty-five people and their self indicated areas of expertise. (MEK).

ED 182 530 CE 024 099

Basseches, Michael Hamilton, Stephen F.

The Impact of Participatory-Democratic Work Experience on Adolescent Development: A Methodological Report.

Pub Date—80

Pub Type—Reports—Research/Technical (143). Speeches, Conferences Papers (150)

EDRS Price—MF01/PC01 Plus Postage

Descriptors—*Adolescents, *Individual Development, *Participation, *Research Methodology, *Work Experience, Cognitive Development, Cognitive Measurement, Control Groups, Decision Making, Democratic Values, Experimental Groups, Interviews, Job Training, Measurement Techniques, Research Design, Student Participation

Identifiers—Youth Conservation Corps

Objectives of a study of the impact of participatory-democratic work experience on adolescent development are (1) to explore the possibilities for facilitating adolescent development by promoting participatory-democratic work structure in Youth Conservation Corps (YCC) programs and to augment past research on YCC by monitoring the structure of work organization within standard YCC groups and evaluating the effects of participation in them using depth interviews and projective measures as well as an attitude measure. Applicants to the YCC program were assigned to treatment and control groups randomly and an intervention by investigators increased participants' opportunities to participate in decision making in one of the four crews, as confirmed by regular observations. Pre- and post-program administration of the Ego Development Scale, and the Psychosocial Maturity Inventory, and of an interview designed to assess the structure of thinking about work-related issues will allow assessment of whether adolescents in the YCC developed more than those not selected for the program and whether participants in the participatory-democratic work crew developed more than those in the other crews. If the evidence is suggestive investigators hope to conduct a study to confirm or disprove the hypotheses. (Focus in the paper is on use of an experimental design, development as an outcome, use of "structural interviews," and participatory democracy as a key program feature.) (JT).

ED 182 533 CE 024 111

Farris, Charlotte J.

Eliminating Sex Bias in Vocational Youth Organizations. Summary of Project MOVE's Camp Oswegatchie Program, July 8-14, 1978.

State Univ. of New York, Ithaca. Coll. of Human Ecology at Cornell Univ

Spons Agency—New York State Education Dept. Albany. Office of Occupational and Continuing Education

Pub Date—[illegible]

Available from—Project MOVE, Dept. of Vocational and Technical Education, State University of New York College of Technology, 811 Court St. Utica, NY 13502 ($1.00)

Pub Type—Reports—Descriptive (141). Reports—Evaluative/Feasibility (142)

EDRS Price—MF01/PC[illegible] Plus Postage

Descriptors—*Activities, *Attitude Change, *Sex Discrimination, *Student Attitudes, *Vocational Education, *Youth Clubs, Adolescents, Leadership Training, Participation, Program Evaluation, Secondary School Students, Sex Fairness, Sex Role, Sex Stereotypes, Social Change, Student Organizations, Youth Leaders, Youth Programs

Identifiers—New York, Project MOVE

At a New York State Vocational Youth Clubs Leadership Camp activities on the topic of eliminating sex bias were conducted by Project MOVE (Maximizing Options in Vocational Education) staff to make club leaders more knowledgeable of the changing labor force and family roles, sex stereotyping and bias, and related legislation. A secondary objective was the assessment of materials and activities for a proposed program activity kit. One advisor and five student sessions were held during the five-day camp. In addition to sixteen activities conducted during these sessions, the project topic was extended through speaking and poster and knowledge quiz contents; a Dear Abby response board; and a suggestion box. The final session of the program involved student identification and the planning of activities to be implemented in home clubs for promoting sex fairness in education. Activities were evaluated by students immediately afterward and in a final evaluation at the end of the camp by advisors and project staff. A majority of male and female students evaluated the program positively. (Appendixes include a schedule of sessions, examples of activities, and evaluation results.) (YLB).

ED 182 534 CE 024 112

Farris, Charlotte J.

Project MOVE Program Planning Kit.

State Univ. of New York, Utica

Pub Date—79

Available from—C. J. Farris, State University of New York College of Technology. Department of Vocational and Technical Education, 811 Court Street, Utica, NY 13502 ($1.50)

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Attitude Change, *Program Development, *Sex Stereotypes, *Vocational Education, Group Activities, Groups, Guidelines, Individual Needs, Interests, Objectives, Participant Characteristics, Program Design, Program Guides, Sex Discrimination, Sex Role, Worksheets

Identifiers—Project MOVE

This program planning kit contains information and activities on evaluation, change, leadership, and sex stereotyping which provided the basis for planning Project MOVE (Maximizing Options in Vocational Education) programs but which can be generalized and adapted for use in planning other programs. Assumptions and guidelines based upon theory and research are provided to aid in planning, presenting, and conducting acceptable, effective programs. Five important steps in planning and conducting a program are then outlined: (1) planning for the audience, (2) developing program objectives, (3) planning the program, (4) planning for evaluation, and (5) giving attention to details. Both blank and sample program planning worksheets are provided. Examples of possible activities developed by Project MOVE staff provide directions and materials for six activities which can be modified for various kinds of groups. These activities, most of which deal with awareness of sex stereotyping, are titled as follows: "Man and Woman," "Voting," "Storming Limitations," "Pat's Plans," "Great American Stereotype," and "Yes, But. . ." Other materials are a knowledge quiz and examples of possible fact sheets concerning sex stereotyping. (YLB).

ED 182 538 CE 024 122

Schoka, Ronald R.

A Comparative Followup Study of the Mainstreamed Graduate at Ocean County Vocational-Technical School.

Pub Date—80

Pub Type—Information analyses/State-of-the-Art Materials (070). Reports—Evaluative/Feasibility (142). Reports—Research/Technical (143)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Comparative Analysis, *Graduate Surveys, *Handicapped Students, *Mainstreaming, *Vocational Followup, *Vocational High Schools, Employment, Employment Potential, High School Graduates, Job Search Methods, Literature Reviews, Postsecondary Education, Program Effectiveness, Program Validation, Secondary Education, Vocational Education

Identifiers—New Jersey, Ocean County Vocational Technical School NJ

A comparative followup study had two major purposes: (1) to determine how successful the mainstreamed special needs graduate is in the world of work in comparison with the regular vocational school graduate and (2) to determine the validity of the mainstreaming program at the Ocean County Vocational-Technical School. Two components of the study were a literature review and a survey and data analysis. The literature showed an increasing concern for education of the handicapped with mainstreaming a common and successful solution. The research design provided for the development of a graduate survey which was sent to thirty-nine mainstreamed and forty regular vocational school graduates. Data collected from both groups were analyzed by using percentages and then compared. Findings indicated that mainstreamed graduates find employment after graduation in the area trained for or a related area equally as well as regular graduates. Employment records of both groups showed no significant difference, but regular graduates utilized post-high school education more than the mainstreamed graduates. The greater difficulty experienced by mainstreamed graduates in securing job leads led to the recommendation for the implementation of a program in teaching job seeking skills in the mainstreaming program at Ocean County. (YLB).

ED 182 542 **CE 024 132**

Kovach, John A.

Issues and Problems in the Needs Assessment of Unique Target Groups: The Adult American Indian.

National Indian Management Service of America, Inc. Philadelphia. Miss

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Indian Education

Pub Date—79

Pub Type—Reports—Research/Technical (143). Speeches, Conferences Papers (150)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Adult Education, *American Indians, *Educational Needs, *Needs Assessment, *Research Methodology, *Research Problems, Educational Planning, Relevance Education, Surveys

Identifiers—United States

A basic survey was conducted to determine the need for educational services of adult Indians throughout the continental United States plus Alaska and Hawaii. The study involved three survey instruments: (1) a field interview administered to over 4,100 Indian adults; (2) a survey of state education association directors; and (3) a survey of Indian Education Act Title IV, Part C, program directors. Final survey results have not yet been tabulated. However, problems related to survey research of adult American Indians have been identified as well as methodological solutions, which were utilized in the present study to remedy these problems. Relevance of adult education literature to adult American Indians has also been considered. It was suggested that perhaps many adult educators are involved in programs and practices which are guided by false theories of adult learning and the effects of adult education. (Author/BM).

ED 182 544 **CE 024 138**

West, Leonard J.

Instructional Concepts for Occupational Education. Special Interest Paper. An Occasional Publication for Selected Audiences, No. 20.

City Univ. of New York, N.Y. Center for Advanced Study in Education. City Univ. of New York, N.Y. Inst. for Research and Development in Occupational Education. New York State Education Dept. Albany. Office of Occupational and Continuing Education

Pub Date—80

Pub Type—Information analyses/State-of-the-Art Materials (070). Opinions/Personal Viewpoints/Position Papers/Essays (120)

EDRS Price—MF01/PC01 Plus Postage

Descriptors—*Behavioral Objectives, *Behavior Change, *Discovery Processes, *Learning Motivation, *Learning Theories, *Reinforcement, *Stimuli, Achievement, Career Education, Curiosity, Discovery Learning, Discrimination Learning, Generalization, Learning Processes, Prompting, Student Behavior, Student Motivation, Success, Teaching Methods

Teachers and teacher educators seem to be little aware of some major concepts about instruction that provide important insights into the central requirements for learning. A common misconception is that motivation has to do with wanting or desiring. It is instead attention to stimuli that is influenced by two powerful agents—(1) suspense, discovery, curiosity and (2) reinforcement. Introduction of new learning by the arousal and subsequent relief of curiosity is one important motivational tactic. Reinforcement for correct responses or prompt knowledge of results leads to increased student success at the task, which is the most powerful motivator for learning. Student errors can either be corrected immediately to maximize student success or planned by the instructor to result in learner annoyance or perplexity to lead him into the desired responses. Guidance or prompting should be limited to early stages of learning; confirmation of unprompted responses should characterize the vast bulk of instruction. Student behavior should be shaped through a series of successive approximations to the eventaul terminal behavior by specifying in measureable terms the standard of acceptability at each stage of learning. Explicit generalization of discrimination training, as applicable, is recommended for presenting the confusable elements present in every learning task. (YLB).

ED 182 551 **CE 024 183**

Gary, Robert R.

Placement and Follow-up Development Project. Vocational Education Region Four, Bowling Green, Kentucky. Final Report, Fiscal Year 1979.

Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education

Pub Date—79

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055). Reports—Descriptive (141)

EDRS Price—MF01/PC14 Plus Postage

Descriptors—*Graduate Surveys, *High School Graduates, *Job Placement, *Models, *Vocational Education, *Vocational Followup, Employer Attitudes, Employment Services, Program Development, Program Evaluation, Program Guides, Program Improvement, Regional Planning, Secondary Education, Statewide Planning, Student Personnel Services, Surveys, Vocational Maturity

Identifiers—Kentucky

This project report includes a brief narrative, the model placement and followup system developed for statewide implementation in vocational education programs, and an employer survey. The guide for the establishment and operation of a school-based placement and followup system is divided into two sections: general information and operational procedures. Part 1 provides the history of its development, code of ethics, definitions, objectives, and expected outcomes. Part 2 describes the procedures for the placement and followup components and provides a time and event schedule and all forms needed for system implementation and maintenance. The revised manual has four additional sections. Part 3, on the system management plan, describes all procedures and includes a flow chart model, vertical line flow model, and task identification chart for each of the subsystems. In part 4, work readiness program (sample materials), the job clinic and other phases of the program are discussed. Part 5, discussing the regional implementation plan, gives guidelines, including timelines, calendar of activities, suggestions for leadership teams, and inservice objectives and agenda. Part 6, plan for program improvement, provides an orientation to the basics of developing and implementing a formal procedure for program assessment and revision. The employer survey summarizes data from students' employers concerning level of vocational training, work attitude, and comparison with other employees. (YLB).

ED 182 558 **CE 024 210**

Lecht, Leonard A. Matland, Marc A.

Involving Private Employers in CETA Programs: A Case Study. R & D Monograph 75.

Employment and Training Administration (DOL), Washington, D.C.

Pub Date—79

Contract—DL-21-36-77-08

Note—202p

Available from—Inquiries Unit, Employment and Training Administration, U.S. Department of Labor, Room 10225 Patrick Henry Building, 601 D Street, NW, Washington, DC 20213

Pub Type—Collected Works—Serials (022). Reports—Descriptive (141). Reports—Research/Technical (143)

EDRS Price—MF01/PC09 Plus Postage
Descriptors—*Demonstration Programs, *Experiential Learning, *On the Job Training, *Program Effectiveness, Business, Career Education, Case Studies, Employer Attitudes, Federal Programs, Field Experience Programs, Program Descriptions, School Business Relationship, Vocational Education
Identifiers—Comprehensive Employment Training Administration

Case studies were conducted of nine Comprehensive Employment and Training Act (CETA) prime sponsors which had records of successful cooperation with business firms. To identify strategies employed for increasing the participation of private employers in CETA programs, information was obtained at each site about the local program, labor market, population and enrollee characteristics, placements, relationships with service deliverers and business organizations, and employers' perceptions of the CETA program. Findings which were evident in most, although often not all, of the prime sponsors surveyed included these: (1) the local unemployment rate was only one among several factors influencing employers' participation, (2) a large majority of the on-the-job training and classroom training placements took place in smaller establishments, (3) state and local government agencies together with community organizations accounted for over half the membership of the planning councils, and (4) there was evidence of enrollee selectivity in the program involving the maximum employer participation. Following the introductory overview and summary, the bulk of the document focuses on descriptions of the individual prime sponsors. Descriptions are provided of their individual characteristics, program priorities, linkages with employers, and placement and training records. The final chapter discusses implications for policy. A description of the federal CETA reporting system is appended. (LRA).

ED 183 721 **CE 023 216**

Herrnstadt, Irwin L. And Others
Transition from School to Work: The Contribution of Cooperative Education Programs at the Secondary Level. Final Report.
Northeastern Univ. Boston, Mass. Dept. of Economics
Spons Agency—Employment and Training Administration (DOL), Washington, D.C. Office of Research and Development
Pub Date—79
Contract—DL-82-25-71-39
Note—389p
Pub Type—Reports—Research/Technical (143)
EDRS Price—MF01/PC16 Plus Postage
Descriptors—*Cooperative Education, *Education Work Relationship, *Graduate Surveys, *High School Graduates, *Vocational Followup, *Work Experience, Employment Potential, Entry Workers, High Schools, Interviews, On the Job Training, Part Time Employment, Program Evaluation, Secondary Education, Student Employment, Unemployment, Vocational Education, Wages, Work Study Programs
Identifiers—Massachusetts

Focusing on graduates of cooperative vocational programs at the high school level, a study described and analyzed the in-school and post-high school labor market experiences of 427 students enrolled in four different programs during their junior and senior years: cooperative vocational, regular vocational, work study, and general academic. The (male) students, who attended eighteen high schools in nine Massachusetts cities and towns, were interviewed first while seniors and then after graduation (in spring 1972) in three followup interviews over an eighteen-month period. Interviews with students prior to graduation elicited information concerning employment experiences during high school (labor force participation, weeks of employment, unemployment experiences, occupations and industries of jobs held, wages, and on-the-job training) and post-high school plans. In subsequent interviews students were questioned as to their first post-high school job, labor force participation, employment experience, unemployment experiences, and wages. In general, the successes of graduates from cooperative vocational programs were not significantly greater than those of graduates from other programs. Irrespective of the high school program, the amount of work experience during the high school years was a significant factor leading to success in the transition from school to the labor market. (YLB).

ED 183 727 **CE 023 884**

Becker, Henry Jay
The Choice of a Job Early in the Career: A Review and Prospectus.
Johns Hopkins Univ. Baltimore, Md. Center for Social Organization of Schools
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—79
Contract—NIE-G-78-0210
Note—33p. ; A small portion of each page will not reproduce well due to broken type
Pub Type—Information analyses/State-of-the-Art Materials (070). Opinions/Personal Viewpoints/Position Papers/Essays (120)
EDRS Price—MF01/PC02 Plus Postage
Descriptors—*Career Choice, *Education Work Relationship, *Job Search Methods, *Research Needs, *Youth Employment, Career Development, Labor Force, Occupational Aspiration, Occupational Surveys, State of the Art Reviews

Little is known about how young people begin their occupational careers. Since many students are employed, the transition from student to worker is not necessarily a singular event. Consequently, the optimum time for studying the early career/job-search process is an unresolved question. Although job choice of career entrants is intertwined with the timing of career entrance, to date little research has been done in this area. Regarding the occupational choices made by young people, two divergent sources of job selection should be examined. First, the job selections of young people are limited to certain kinds of employment consonant with their personalities and/or occupational aspirations. Second, the occupational choices of young people are constrained by structural factors, such as information opportunities. The methods used by job seekers may indicate to what degree their occupational choices are consistent with their vocational goals. Past studies have shown that young people find jobs primarily through acquaintances and relatives, or by direct application to employers. Our understanding of the process by which young people find jobs has reached a point where refinements of earlier work as well as further investigations into unexplored areas are needed. Areas of needed research include longitudinal studies of job preference and more elaborate study of the job-search process. (Regarding the need for further research, this paper suggests a variety of variables and interaction effects that need to be examined along with the kind of data collection effort that such study will require.) (EM).

ED 183 732 **CE 024 069**

Mott, Frank L.
The Socioeconomic Status of Households Headed by Women.
Employment and Training Administration (DOL), Washington, D.C.
Report No.—DOL-ETA-R&D-Mono-72
Pub Date—79
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock Number 029-000-00390-4)
Pub Type—Reports—Research/Technical (143)
EDRS Price—MF01/PC03 Plus Postage
Descriptors—*Blacks, *Employment Experience, *Females, *Heads of Households, *National Surveys, *Socioeconomic Status, Educational Experience, Employment Problems, Health, Longitudinal Studies, Poverty, Work Experience

A study of the socioeconomic status of households headed by women was conducted based upon data obtained from the National Longitudinal Surveys (NLS) of Labor Market Experience. (Since the mid-1960s NLS has been following labor market experiences of four cohorts of persons including male and female youth and mature men and women.) This study used data from both the younger cohort of women (aged 14-24 when first interviewed) and the older cohort of women (ages 30-44 when first interviewed). Each of the cohorts included about 5,000 individuals, with an overrepresentation of blacks in each. The findings indicated that marital disruption is an economic disaster to many women. On average, family income is cut in half during te transition year when divorce, separation, or death of husband occurs. Also pointed out was that black female heads of households are more severely disadvantaged in the labor market than are whites. Black women heading households are less likely to be employed. The transition from marriage to head of household usually results in an increase in employment for mature white women, but a decline for blacks. Moreover, black women who are working hold lower status jobs than their white counterparts. Overall, the economic differences between mature black and white women heads of households reflected that black women were less likely to have completed high school and more likely to have a health problem limiting the amount or kind of work they could do. (Author/BM).

ED 183 738 CE 024 117

Gardner, David C. And Others

Vocational Curriculum Modification. Teaching Technical Language to Learning Handicapped Students. Project HIRE: A Curriculum Management System for Instructing the Handicapped. Final Report, Volume 1.

Boston Univ. Mass. School of Education
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—79
Contract—G007701947
Note—129p. ; For related documents see CE 024 118, CE 024 406-424, and CE 024 740. Best copy available
Pub Type—Reports—Descriptive (141). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01/PC06 Plus Postage
Descriptors—*Autoinstructional Aids, *Individual Instruction, *Instructional Materials, *Learning Disabilities, *Vocabulary Development, *Vocational Education, Evaluation, Information Dissemination, Learning Activities, Mainstreaming, Material Development, Remedial Instruction, Secondary Education, Student Evaluation, Teaching Guides, Vocabulary
Identifiers—Project HIRE

Volume 1 of the final report on Project HIRE reports the design, development, field-testing, and refining of self-instructional packages to teach entry level technical vocabulary to learning handicapped students mainstreamed in vocational programs. Volume 2, a management handbook, reports the methods and findings concerning development of strategies and standards for developing materials (see Note). Following an introduction to the project (chapter 1), chapter 2 describes development of the fifteen teaching booklets and five teacher's manuals in five trade areas (allied health, arc welding, culinary arts, graphic arts, and upholstery) through these steps: selection of 120-160 words per area, ordering them into three areas (tools, concepts, process) which produced booklets per area, writing definitions for a fourth-grade reading level, and designing a drawing representative of the term. (See Note for availability of these mateials.) Examples include definitions and illustrations and additional learning aids developed by the project (activity sheets and check-ups). Chapter 3 outlines the evaluation of the materials through pre- andpost-testing using the nonequivalent control group design and vocabulary tests. Findings indicate that the materials are an effective and economic way to teach the vocabulary. Chapter 4 describes dissemination activities. A sample teacher's manual and sample booklet pages are appended. (YLB).

ED 183 739 CE 024 118

Gardner, David C. Beatty, Grace Joely

Practical Approaches to Curriculum Development. A Management Handbook. Project HIRE: A Curriculum Management System for Instructing the Handicapped. Final Report, Volume 2.

Boston Univ. Mass. School of Education
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—79
Contract—G007701947
Note—70p. ; For related documents see CE 024 117, CE 024 406-424, and CE 024 740
Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055). Reports—Descriptive (141)
EDRS Price—MF01/PC03 Plus Postage
Descriptors—*Curriculum Development, *Learning Disabilities, *Management Systems, *Standards, *Vocabulary Development, *Vocational Education, Administrator Role, Cooperative Programs, Coordination, Course Content, Curriculum Design, Curriculum Evaluation, Educational Innovation, Employer Attitudes, Material Development, Models, Program Administration, Secondary Education, Surveys, Teacher Attitudes, Teacher Motivation, Teacher Participation, Validity
Identifiers—Curriculum Management, Project HIRE

Within the context of the major objectives of developing, field testing, and refining the curriculum materials described in volume 1 of this final report (CE 024 117), Volume 2 describes and critiques the management system used by Project HIRE in that development process. (See Note for availability of curriculum materials.) Chapter 1 introduces the standards/strategies paradigm (management model), based on a product development orientation philosophy. Figures outline the nine standards and strategies leading to the development of a product, service, or other outcome. Each of the other four chapters is concerned with one or more of these standards/strategies. The general format for each chapter is (1) introduction, and background, (2) procedures, (3) research methods (if appropriate), and (4) evaluation and discussion. Chapter 2 is concerned with teacher motivation and administrator involvement. Emphasis is on the conducting and results of a pilot study to determine the relationship between incentives and teacher participation and change orientation. The teacher opinion survey and change orientation scale are provided. Chapter 3 discusses material design based on learning theory and research findings. The two standards/strategies considered in chapter 4 are content selection and validation. Survey instruments to determine terminology usage and employer perception of job-entry relatedness are given. Chapter 5 focuses on an interdisciplinary curriculum development approach and university management and coordination. (YLB).

ED 183 740 CE 024 124

Druian, Greg

Communicating Career Education: National and Regional Models. The Northwest Connection Occasional Paper Series, Issue 1, September 1979.

Northwest Regional Educational Lab. Portland, Oreg
Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date—79
Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01/PC01 Plus Postage
Descriptors—*Career Education, *Information Dissemination, *Information Services, *Information Sources, *Models, Demonstration Programs, Guides, Information Centers, Information Networks, National Programs, Program Implementation, Regional Programs, Resource Centers, Resource Materials
Identifiers—United States

This first in a series of three papers on models for communicating and disseminating career education programs covers national and regional models. Focus is on four levels of dissemination: spread, exchange, choice, and implementation. First, common mechanisms for spread are described, such as newsletters, brochures and materials packets, handbooks/guides, catalogs and sourcebooks, and journal articles. Next, two types of exchange models are described, including examples: (1) service agency-client model and (2) a model involving a person in a linkage role. Then follows a discussion of choice in which a guide to regional and national models for disseminating career education is presented. This guide covers thirty-two organizations and for each includes project name, contact person and address, mode of access, and communication services. Finally, the paper discusses implementation strategies for career education, such as training, technical assistance, conferences and regional meetings, and peer interaction strategies. (EM).

ED 183 741 CE 024 125

Druian, Greg

Communicating Career Education: State Models. The Northwest Connection Occasional Paper Series, Issue 2, November 1979.

Northwest Regional Educational Lab. Portland, Oreg
Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date—79
Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055). Reports—Descriptive (141)
EDRS Price—MF01/PC01 Plus Postage
Descriptors—*Career Education, *Information Dissemination, *Information Services, *Information Sources, *Models, Demonstration Programs, Guides, Information Centers, Information Networks, Program Implementation, Resource Centers, Resource Materials, State Programs

Identifiers—United States

This second in a series of three papers on models for communicating and disseminating career education programs highlights selected state models. Focus is on four levels of dissemination: spread, exchange, choice, and implementation. First, several spread mechanisms utilized by states to disseminate career education information are covered. Then follows a presentation of varied examples of state information and resource exchange centers. Next, choice mechanisms utilized by some states are discussed. Finally, the implementation strategies used by several states are described, such as networks, training programs, and peer interaction. This paper includes a table listing thirteen states and for each includes the names and addresses of the project contact person and career education coordinator; and the available dissemination services. (EM).

ED 183 742 CE 024 126

Druian, Greg

Communicating Career Education: Business, Industry, Labor and Government Models. The Northwest Connection Occasional Paper Series, Issue 3, March 1980.

Northwest Regional Educational Lab. Portland, Oreg

Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.

Pub Date—80

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055). Reports—Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage

Descriptors—*Career Education, *Information Dissemination, *Information Services, *Information Sources, *Models, Business, Demonstration Programs, Government Administrative Body, Industry, Information Centers, Information Networks, Labor, Program Implementation, Resource Centers, Resource Materials

Identifiers—United States

This last in a series of three papers on models for communicating and disseminating career education programs highlights models used in four sectors, i.e. business, labor, industry, and government. Focus is on four levels of dissemination: spread, exchange, choice, and implementation. First, the differences in the networks represented by each of the four sectors are covered. Next, the aforementioned levels of dissemination are covered consecutively and include examples of how business, industry, labor, and government are using each level of dissemination to cover career education. Finally, the paper concludes with suggestions regarding the future of disseminating career education. (EM).

ED 183 758 CE 024 187

Robson, D. L. And Others

The Projected Effects of Population Change on Vocational Technical Education. Final Report.

Spons Agency—Indiana State Board of Vocational and Technical Education, Indianapolis

Pub Date—79

Pub Type—Information analyses/State-of-the-Art Materials (070). Reports—Research/Technical (143)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Declining Enrollment, *Enrollment Influences, *Enrollment Trends, *Population Trends, *Vocational Education, Adult Education, Cultural Influences, Economic Factors, Educational Change, Enrollment Projections, Futures of Society, General Education, Government Role, Government School Relationship, Literature Reviews, Long Range Planning, Postsecondary Education, Secondary Education, Social Change, Social Influences

To project the effects of population change on vocational/technical education, a project surveyed the literature (1977-79) on the futures of general and vocational education and on the effects of declining enrollment and applied these concepts and projections to the field of vocational/technical education. Vocational/technical education seemed more directly linked to economic and socio-cultural influences than to fluctuations in enrollment patterns. Despite the effects of declining student populations, vocational education is increasing in both enrollments and courses taught. As other elements in the educational structure are affected, however, general education is expected to shift its emphases to compete with vocational education for a share of the dwindling student population and the growing adult continuing education market. Recommendations for vocational/technical educators in future planning and programming included (1) developing a better understanding of the movement toward generalization of services; (2) planning to serve the growing need for adult vocational retraining; (3) learning to influence and deal with increasing governmental involvement; (4) recognizing and planning for changing social conditions and values; (5) emphasizing communication and personal-social skills, cognitive/conceptual understandings, and quality of life aspects of vocations in the curriculum; (6) preparing to compete for student populations and revenue; (7) using market analysis techniques to assess consumer needs and public relations to enhance the image of vocational education; and (8) continuing research and development efforts. (YLB).

ED 183 763 CE 024 218

An Employment and Education Agenda for Youth in the 1980s. A Policy Statement by the National Council on Employment Policy.

National Council on Employment Policy (DOL), Washington, D.C.

Pub Date—80

Pub Type—Opinions/Personal Viewpoints/Position Papers/Essays (120)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Education Work Relationship, *Federal Legislation, *Job Training, *Public Policy, *Youth Employment, Compensatory Education, Federal Programs, Job Development, Position Papers, Unemployment, Vocational Education, Work Experience, Youth, Youth Opportunities, Youth Programs

Identifiers—Comprehensive Employment and Training Act

The causes of youth unemployment—especially among poor and minority youths—are enmeshed in a web of social, educational, and economic forces acting on the lives of families. Some of these forces are out of the sphere of federal influence, but labor market industries and the education system also have important effects on the experience of youth trying to find work. The next iteration of federal youth initiatives should build around four components of services: basic, remedial, work oriented education; job skills; labor market awareness; and work experience. Aside from the program elements that should be incorporated into a national youth policy for the 1980s, two important operational considerations need to be addressed: targeting of employment and training services, and the relation of youth to adult services. (Recommendations are made based on each of the four components of service and operational considerations.) (MEK).

ED 183 791 CE 024 327

Banathy, Bela H. Duwe, Axel

A Model for the Linkage of Vocational Education at Post-Secondary Private Schools and Industry, Business, and Labor. A Research Monograph.

Far West Lab. for Educational Research and Development, San Francisco, Calif. Intersystems, Inc. Pacific Grove, Calif

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Pub Type—Reports—Descriptive (141). Reports—Research/Technical (143)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Cooperative Education, *Cooperative Programs, *Coordination, *Postsecondary Education, *Private Schools, *School Business Relationship, Case Studies, Educational Facilities Planning, Models, Program Design, Program Implementation, Vocational Education

This monograph describes a program designed to (1) link private postsecondary vocational education with business, industry, labor, and other societal sectors and (2) establish interorganizational coordination that is beneficial to all participants. (In a companion monograph, available as CE 024 328, linkage and interorganizational cooperative arrangements are reported relevant to public postsecondary education.) The linkage program was carried out through a project conducted by the Far West Laboratory for Educational Research and Development and the International Institute of Food Industries. The monograph presents first an executive summary of the project, followed by a characterization of the situational context of the linkage programs (chapter 1). (The final report of the project is available as CE 024 329.) Chapter 2 describes the linkage model. In chapter 3 the linkage is portrayed in the form of a case study. Findings are summarized in chapter 4. Appendixes include guidelines for program design; first, second, and final drafts of the curriculum for the department of culinary arts; a facilities planning guide; and issues that have emerged and are expected to emerge, in this format: issue, motivation, carriers, and proposals. (Author/YLB).

ED 183 792 **CE 024 328**

Banathy, Bela H. And Others
A Model, Case Study, and Implementation Guide for the Linkage of Vocational Education Programs in Public Post-Secondary Institutions and Business, Industry, and Labor. A Monograph.
Far West Lab. for Educational Research and Development, San Francisco, Calif
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.
Pub Date—78
Contract—G007603322
Note—71p. ; For related documents see CE 024 327-329
Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055). Reports—Descriptive (141). Reports—Research/Technical (143)
EDRS Price—MF01/PC03 Plus Postage
Descriptors—*Cooperative Education, *Cooperative Programs, *Coordination, *Postsecondary Education, *Public Schools, *School Business Relationship, Case Studies, Guides, Industry, Models, Program Evaluation, Program Implementation, School Districts, Vocational Education
Identifiers—Presbyterian Hospital CA, San Francisco Community College District CA

To aid vocational educators in establishing interorganizational linkage and coordination with business, industry, and labor with the goal of improving instructional, learning, and work experience arrangements for their students, this monograph provides three products of a project to design and implement a model for program linkage and coordination. (An executive summary of the project is provided. The final report is available as CE 024 329.) Section 1 describes and defines linkage concepts and presents a generic model for linkage. Section 2 consists of a case study of a public postsecondary education linkage program involving the Community College Centers of the San Francisco Community College District, the Presbyterian Hospital in San Francisco, and the Far West Laboratory for Educational Research and Development. The study relates the activities of that program to the processes outlined in the model. (A companion monograph concerned with linkage of private institutions with business, industry, and labor is available as CE U24 327.) Section 3 includes an implementation guide to linkage followed by three linkage phases explicated in the model: (1) prelinkage activity, (2) linkage for the design of coordinated arrangements, and (3) formalized coordinated arrangements. This guide also contains a supplementary guide to evaluation. (Author/YLB).

ED 183 793 **CE 024 329**

Banathy, Bela H. And Others
Building Models for the Linkage and Coordination of Vocational Education at Public and Private Post-Secondary Schools and Business, Industry, and Labor. Final Report.
Far West Lab. for Educational Research and Development, San Francisco, Calif
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.
Pub Date—78
Contract—G007603322
Note—88p. ; For related documents see CE 024 327-328
Pub Type—Reports—Descriptive (141)
EDRS Price—MF01/PC04 Plus Postage
Descriptors—*Cooperative Programs, *Coordination, *Postsecondary Education, *Private Schools, *Public Schools, Case Studies, Cooperative Education, Industry, Models, Program Descriptions, Program Implementation, Research Projects, School Business Relationship, School Districts, Vocational Education
Identifiers—San Francisco Community College District CA

The Far West Laboratory for Educational Research and Development (FWL) conducted a project which focused on the design and validation of models for the linkage and coordination of vocational education at public and private postsecondary institutions with business, industry, and labor. The general procedure followed was to adapt organizational linkage and coordination models derived from an analysis of relevant research and literature. A major portion of the project facilitated the development of a linkage program between the medical assistant program of the Community College Centers of the San Francisco Community College District and a local hospital. Simultaneously, project staff abstracted from the experience the principles and concepts relevant to the design of the public postsecondary linkage model. (A detailed description of this experience is available separately as CE 024 328. An iplementation guide is included.) Another portion of the project designed a private postsecondary model as part of a coordinated research program of the FWL and the International Institute of Food Industries. (A detailed description is available as CE 024 327.) (Project materials and questionnaires are appended.) (YLB).

ED 183 800 **CE 024 347**

McCaslin, N. L. Adams, Kay Angona
Managing and Evaluating Career Education.
Ohio State Univ. Columbus. National Center for Research in Vocational Education
Spons Agency—Council of Chief State School Officers, Washington, D.C. Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date—78
Contract—G0077C0064
Note—61p. ; For related documents see CE 024 346-348, ED 132 284, and ED 138 786
Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01/PC03 Plus Postage
Descriptors—*Administrator Guides, *Career Education, *Evaluation Methods, *Management Development, *Program Administration, *Program Evaluation, Program Implementation, State Officials, Statewide Planning
Identifiers—Education Amendments 1974

This guide was prepared to assist state directors/coordinators of career education in becoming more knowledgeable about management and evaluation. The purposes of the guide are to define managementand identify basic functions, review characteristics of managers, and identify evaluation techniques available to help managers do a better job. The information is divided into seven units: (1) What Is Management and Its Associated Functions? ; (2) What Are the Characteristics of Successful Managers? ; (3) Evaluation Techniques in Planning; (4) Evaluation Techniques in Organizing; (5) Evaluation Techniques in Directing; (6) Evaluation Techniques in Staffing; and (7) Evaluation Techniques in Controlling. Examples are included in all units discussing evaluation techniques. (BM).

ED 183 875 **CE 024 495**

Malak, Sharon And Others
Career Education Measurement Handbooks. Assessing Experiential Learning in Career Education. Research & Development Series No. 165.
Ohio State Univ. Columbus. National Center for Research in Vocational Education
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—79
Contract—NE-C-00-3-0079
Note—123p. ; For related documents see CE 024 496-499
Available from—National Center Publications, National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 ($7.75; $30.00 for complete set)
Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01/PC05 Plus Postage
Descriptors—*Career Education, *Educational Assessment, *Evaluation Methods, *Experiential Learning, *Measurement Techniques, Administrator Guides, Guidelines, Opinion Papers, Postsecondary Education, Program Development, Program Implementation, Secondary Education

This document is the first volume in a set of five Career Education Measurement Handbooks intended to help local education personnel in measurement and evaluation. Divided into eight chapters, this handbook provides practical guidelines for assessing experiential learning and includes historical and theoretical information relevant to experiential learning. The introduction found in chapter 1 presents the rationale, organization, and suggestions for using the handbook. Chapter 2 provides an overview of experiential learning and explains some key contrasts between it and traditional learning. Chapter 3 presents several viewpoints of persons who have had experience in the assessment of experiential learning activities on the secondary level. Chapter 4 describes the methods most frequently used to assess various components of experiential learning programs. Chapter 5 presents viewpoints of persons with experience in postsecondary experiential programs. Guidelines for use in planning, implementing, and reviewing programs are included in chapter 6; and chapter 7 provides a quick index to the major concepts addressed by each of the writers in chapters 3 and 5. The final chapter suggests resources to aid in the further study of assessment in experiential learning and to help with the development and operation of a program. (BM).

ED 183 876 CE 024 496

McCaslin, N. L. And Others

Career Education Measurement Handbooks. Career Education Measures: A Compendium of Evaluation Instruments. Research & Development Series No. 166.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—79

Contract—NE-C-00-3-0079

Note—342p.; For related documents see CE 024 495-499

Available from—National Center Publications, National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 ($17.00; $30.00 for complete set)

Pub Type—Reference Materials—General (130). Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01/PC14 Plus Postage

Descriptors—*Career Education, *Educational Assessment, *Measures Individuals, *Resource Materials, *Tests, Abstracts, Reference Materials, Testing, Test Selection

This document is the second volume in a set of five Career Education Measurement Handbooks intended to help local education personnel in measurement and evaluation. This handbook is designed to provide descriptions of an assortment of measurement instruments currently being used to assess career education objectives. A brief introduction describes the need for such a handbook, the procedures followed in developing this handbook, and the handbook's limitations. Instructions are provided to direct the reader in using the handbook and understanding the format. The format consists of abstracts of approximately 200 career education measurement instruments. The abstracts are divided into the following eight categories: K-3 students, 4-6 students, 7-9 students, 10-12 students, 13-16 students, community persons, educators, and teachers. Each abstract discusses the purposes, qualities, target populations, and availability of the instrument reviewed. Administration time, reliability/validity data, and test examples are also included. Several lists of other helpful resources are appended. The information has been indexed by author, descriptors, and title. (BM).

ED 183 877 CE 024 497

McCaslin, N. L. Walker, Jerry P.

Career Education Measurement Handbooks. A Guide for Improving Locally Developed Career Education Measures. Research & Development Series No. 167.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—79

Contract—NE-C-00-3-0079

Note—60p.; For related documents see CE 024 495-499

Available from—National Center Publications, National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 ($3.80; $30.00 for complete set)

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Career Education, *Educational Assessment, *Measures Individuals, *Test Construction, Guidelines, Readability, Sex Fairness, Testing, Test Reliability, Test Selection, Test Validity

This document is the third volume in a set of five Career Education Measurement Handbooks intended to help local education personnel in measurement and evaluation. Divided into seven major sections, this handbook is designed to provide practical guidelines for improving career education instruments developed at the local level. It is primarily intended for people who lack training in evaluation and measurement but are responsible for this type of work. A brief introduction providing a checklist for rating career education instruments precedes the first section, which includes guidelines for planning and designing career education instruments. Sections 2 and 3 present information on checking reliability and determining validity, respectively. Eliminating stereotypes is the topic of section 4. Section 5 presents guidelines for devising the format. Section 6 discusses readability, and section 7 provides guidelines for examining content validity and internal consistency reliability. (BM).

ED 183 878 CE 024 498

Adams, Kay Angona Walker, Jerry P.

Career Education Measurement Handbooks. Improving the Accountability of Career Education Programs: Evaluation Guidelines and Checklists. Research & Development Series No. 168.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—79

Contract—NE-C-00-3-0079

Note—103p.; For related documents see CE 024 495-499

Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 ($6.75; $30.00 for complete set)

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01/PC05 Plus Postage

Descriptors—*Accountability, *Career Education, *Evaluation, *Program Improvement, Educational Assessment, Guidelines, Information Utilization, Measures Individuals, Program Development, Program Implementation

This document is the fourth volume in a set of five Career Education Measurement Handbooks intended to help local education personnel in measurement and evaluation. Divided into thirteen units, this handbook is designed to show how evaluation can help improve the accountability of career education programs. Each unit is written to stand alone, and they are organized into a logical sequence from planning and implementing to using evaluation. An overview of the organization of the handbook precedes the first eight units, which are categorized under the topic Planning Evaluation. These units cover the following elements: purpose, audience, questions, process, staff, responsibility/authority, uniqueness, and planning standards. Unit 9 is included in the section called Implementing the Evaluation and includes an instrument checklist for rating an evaluation instrument against standard criteria. Units 10-13 are organized under the topic of Communicating and Using Evaluation Results. These units cover politics, report standards, dissemination, and use. A selected bibliography is included. (BM).

ED 183 880 CE 024 502

Spirer, Janet E.

Evaluation Issues in the Comprehensive Employment and Training Act (CETA) Legislation.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Pub Date—80

Pub Type—Speeches, Conferences Papers (150)

EDRS Price—MF01/PC01 Plus Postage

Descriptors—*Federal Legislation, *Labor Legislation, *Policy For-

mation, *Program Evaluation, *Research Utilization, Economic Climate, Employment Programs, Job Training, Political Issues, Public Policy, Retraining
Identifiers—Comprehensive Employment and Training Act

Underutilization of evaluation findings relative to the Comprehensive Employment and Training Act (CETA) legislation may not stem primarily from factors usually identified in the literature (e. g. methodological reasons) but may be superseded by a more potent factor such as the prominence of the policy or program on the national agenda. Viewed from an evaluator's perspective, strategies to increase use of evalation findings and barriers which may prevent such use are seen as having methodological or organizational roots. However, the slow but identifiable shift from decategorized to more categorized employment and training programs can be traced through a series of strong federal administrative initiatives that have altered the balance of power between federal, state, and local government delivery of employment and training activities. CETA, then, must be viewed as more than a training program. It is a part of national economic policy, and as such, responds to some of the ideas in good currency (e. g. high unemployment) which are then politically subsumed under its rubric. Therefore, by looking at programs in relation to (1) their place on the national agenda and (2) the ideas in good currency to which they relate, evaluators could more clearly focus evaluation questions in order to meet the needs of decision makers. Other types of evaluation activity, such as economic and other outcome factors, will also have a better chance of having an impact on policy making because they more directly adress ideas in good currency. (MEK).

ED 183 881 CE 024 503

Brown, James M. Peak, Laurie M.
Determining the Need for Vocational Special Needs Inservice Training for Vocational Educators.
Minnesota Univ. Minneapolis. Research and Development Center for Vocational Education
Pub Date—80
Pub Type—Reports—Research/Technical (143). Opinions/Personal Viewpoints/Position Papers/Essays (120). Speeches, Conferences Papers (150)
EDRS Price—MF01/PC02 Plus Postage
Descriptors—*Competence, *Disabilities, *Inservice Teacher Education, *Mainstreaming, *Needs Assessment, *Vocational Education Teachers, Competency Based Teacher Education, Normalization Handicapped, Questionnaires, Teaching Skills

The first objective of this research project focused on organizing the large number of previously identified vocational special needs teacher competencies into an educational model. The model contained a matrix that compiled all these competencies into twelve domains of four performance phases each. The model provides a framework for all activities in the field of vocational special needs: research, development, demonstration, personnel preparation, and technical assistance. The remaining project objectives focused on creating and pilot testing a needs assessment instrument to measure individual educators' perceived needs for training within each phase of the twelve domains and their preferences for the delivery of this training. This instrument was designed to provide data (for decision making) to inservice planners/deliverers at local, state, and/or national levels. Pilot test results indicated that the instrument could give useful data for making inservice/preservice planning decisions and that population subgroups had differing training needs. (The needs assessment instrument is appended.) (Author/LRA) .

ED 183 883 CE 024 505

Design and Implementation of an Assessment Model for Students Entering Vocational Education Programs in the State of Colorado. Automotive.
University of Northern Colorado, Greeley
Spons Agency—Colorado State Board for Community Colleges and Occupational Education, Denver
Pub Date—79
Available from—Vocational Teacher Education, University of Northern Colorado, Greeley, CO 80639 ($2.75)
Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01/PC02 Plus Postage
Descriptors—*Academic Ability, *Auto Mechanics, *Learning Problems, *Needs Assessment, *Student Needs, *Vocational Education, Basic Skills, Career Awareness, Cognitive Ability, Educational Assessment, Educational Diagnosis, Educational Testing, Guidelines, Learning, Listening Skills, Mathematics, Postsecondary Education, Psychomotor Skills, Reading Skills, Secondary Education, Student Characteristics, Tests, Vocational Interests
Identifiers—Colorado

This basic vocational related skills assessment module in automotive mechanics is one of sixteen modules designed to help teachers assess and identify some of the areas in which special needs students may encounter learning difficulties. The materials in the module allow for informal assessment in three basic areas: academic skills, motor skills, and vocational interest and awareness. The basic skills assessment includes reading skills, listening skills, using a book to locate information, and mathematics. The reading section offers materials written at two different reading levels: the first paragraph is easy (4-8), while the second paragraph is more difficult (9-12). The motor skills are assessed through teacher observation and recording on a matrices skills checklist. The third area, vocational interest and awareness, is assessed through a vocational awareness questionnaire completed by students. (LRA).

ED 183 884 CE 024 506

Design and Implementation of an Assessment Model for Students Entering Vocational Education Programs in the State of Colorado. Auto Body.
University of Northern Colorado, Greeley
Spons Agency—Colorado State Board for Community Colleges and Occupational Education, Denver
Pub Date—79
Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01/PC02 Plus Postage
Descriptors—*Academic Ability, *Auto Body Repairers, *Learning Problems, *Needs Assessment, *Student Needs, *Vocational Education, Basic Skills, Career Awareness, Cognitive Ability, Educational Assessment, Educational Diagnosis, Educational Testing, Guidelines, Learning, Listening Skills, Mathematics, Postsecondary Education, Psychomotor Skills, Reading Skills, Secondary Education, Student Characteristics, Tests, Vocational Interests
Identifiers—Colorado

This basic vocational related skills assessment module in auto body is one of sixteen modules designed to help teachers assess and identify some of the areas in which special needs students may encounter learning difficulties. The materials in the module allow for informal assessment in three basic areas: academic skills, motor skills, and vocational interest and awareness. The basic skills assessment includes reading skills, listening skills, using a book to locate information, and mathematics. The reading section offers materials written at two different reading levels: the first paragraph is easy (4-8), while the second paragraph is more difficult (9-12). The motor skills are assessed through teacher observation and recording on a matrices skills checklist. The third area, vocational interest and awareness, is assessed through a vocational awareness questionnaire completed by students. (LRA).

ED 183 885 CE 024 507

Design and Implementation of an Assessment Model for Students Entering Vocational Education Programs in the State of Colorado. Drafting.
University of Northern Colorado, Greeley
Spons Agency—Colorado State Board for Community Colleges and Occupational Education, Denver
Pub Date—79
Available from—Vocational Teacher Education, University of Northern Colorado, Greeley, CO 80639 ($2.75)
Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01/PC02 Plus Postage
Descriptors—*Academic Ability, *Drafting, *Learning Problems, *Needs Assessment, * *Student Needs, *Vocational Education, Basic Skills, Career Awareness, Cognitive Ability, Educational Assessment, Educational Diagnosis, Educational Testing, Guidelines, Learning, Listening Skills, Mathematics, Postsecon-

dary Education, Psychomotor Skills, Reading Skills, Secondary Education, Student Characteristics, Tests, Vocational Interests
Identifiers—Colorado

This basic vocational related skills assessment module in drafting is one of sixteen modules designed to help teachers assess and identify some of the areas in which special needs students may encounter learning difficulties. The materials in the module allow for informal assessment in three basic areas: academic skills, motor skills, and vocational interest and awareness. The basic skills assessment includes reading skills, listening skills, using a book to locate information, and mathematics. The reading section offers materials written at two different reading levels: the first paragraph is easy (4-8), while the second paragraph is more difficult (9-12). The motor skills are assessed through teacher observation and recording on a matrices skills checklist. The third area, vocational interest and awareness, is assessed through a vocational awareness questionnaire completed by students. (LRA).

ED 183 886 CE 024 508

Design and Implementation of an Assessment Model for Students Entering Vocational Education Programs in the State of Colorado. Sheet Metal.

University of Northern Colorado, Greeley
Spons Agency—Colorado State Board for Community Colleges and Occupational Education, Denver
Pub Date—79
Available from—Vocational Teacher Education, University of Northern Colorado, Greeley, CO 80639 ($2.75)
Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01/PC02 Plus Postage
Descriptors—*Academic Ability, *Learning Problems, *Needs Assessment, *Student Needs, *Vocational Education, Basic Skills, Career Awareness, Cognitive Ability, Educational Assessment, Educational Diagnosis, Educational Testing, Guidelines, Learning, Listening Skills, Mathematics, Metal Industry, Metal Working, Postsecondary Education, Psychomotor Skills, Reading Skills, Secondary Education, Student Characteristics, Tests, Vocational Interests
Identifiers—Colorado

This basic vocational related skills assessment module in sheet metal is one of sixteen modules designed to help teachers assess and identify some of the areas in which special needs students may encounter learning difficulties. The materials in the module allow for informal assessment in three basic areas: academic skills, motor skills, and vocational interest and awareness. The basic skills assessment includes reading skills, listening skills, using a book to locate information, and mathematics. The reading section offers materials written at two different reading levels: the first paragraph is easy (4-8), while the second paragraph is more difficult (9-12). The motor skills are assessed through teacher observation and recording on a matrices skills checklist. The third area, vocational interest and awareness, is assessed through a vocational awareness questionnaire completed by students. (LRA).

ED 183 887 CE 024 509

Design and Implementation of an Assessment Model for Students Entering Vocational Education Programs in the State of Colorado. World of Work.

University of Northern Colorado, Greeley
Spons Agency—Colorado State Board for Community Colleges and Occupational Education, Denver
Pub Date—79
Available from—Vocational Teacher Education, University of Northern Colorado, Greeley, CO 80639 ($2.75)
Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01/PC03 Plus Postage
Descriptors—*Academic Ability, *Employment, *Learning Problems, *Needs Assessment. *Student Needs, *Vocational Education, Basic Skills, Career Awareness, Cognitive Ability, Educational Assessment, Educational Diagnosis, Educational Testing, Guidelines, Learning, Listening Skills, Mathematics, Postsecondary Education, Psychomotor Skills, Reading Skills, Secondary Education, Student Characteristics, Tests, Vocational Interests, Work Attitudes
Identifiers—Colorado

This basic vocational related skills assessment module titled World of Work is one of sixteen modules designed to help teachers assess and identify some of the areas in which special needs students may encounter learning difficulties. The materials in the module allow for informal assessment in three basic areas: academic skills, motor skills, and vocational interest and awareness. The basic skills assessment includes reading skills, listening skills, using a book to locate information, and mathematics. The reading section offers materials written at two different reading levels: the first paragraph is easy (4-8), while the second paragraph is more difficult (9-12). The motor skills are assessed through teacher observation and recording on a matrices skills checklist. The third area, vocational interest and awareness, is assessed through a vocational awareness questionnaire completed by students. (LRA).

ED 183 888 CE 024 510

Design and Implementation of an Assessment Model for Students Entering Vocational Education Programs in the State of Colorado. Food Preparation.

University of Northern Colorado, Greeley
Spons Agency—Colorado State Board for Community Colleges and Occupational Education, Denver
Pub Date—79
Available from—Vocational Teacher Education, University of Northern Colorado, Greeley, CO 80639 ($2.75)
Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01/PC02 Plus Postage
Descriptors—*Academic Ability, *Food Service Workers, *Learning Problems, *Needs Assessment, *Student Needs, *Vocational Education, Basic Skills, Career Awareness, Cognitive Ability, Educational Assessment, Educational Testing, Food Service, Guidelines, Listening Skills, Mathematics, Postsecondary Education, Psychomotor Skills, Reading Skills, Secondary Education, Student Characteristics, Tests, Vocational Interests
Identifiers—Colorado

This basic vocational related skills assessment module in food preparation is one of sixteen modules designed to help teachers assess and identify some of the areas in which special needs students may encounter learning difficulties. The materials in the module allow for informal assessment in three basic areas: academic skills, motor skills, and vocational interest and awareness. The basic skills assessment includes reading skills, listening skills, using a book to locate information, and mathematics. The reading section offers materials written at two different reading levels: the first paragraph is easy (4-8), while the second paragraph is more difficult (9-12). The motor skills are assessed through teacher observation and recording on a matrices skills checklist. The third area, vocational interest and awareness, is assessed through a vocational awareness questionnaire completed by students. (LRA).

ED 183 889 CE 024 511

Design and Implementation of an Assessment Model for Students Entering Vocational Education Programs in the State of Colorado. Child Care.

University of Northern Colorado, Greeley
Spons Agency—Colorado State Board for Community Colleges and Occupational Education, Denver
Pub Date—79
Available from—Vocational Teacher Education, University of Northern Colorado, Greeley, CO 80639 ($2.75)
Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01/PC02 Plus Postage
Descriptors—*Academic Ability, *Child Care Occupations, *Learning Problems, *Needs Assessment, *Student Needs, *Vocational Education, Basic Skills, Career Awareness, Cognitive Ability, Day Care, Educational Assessment, Educational Diagnosis, Educational Testing, Guidelines, Learning, Listening Skills, Mathematics, Postsecondary Education, Psychomotor Skills, Reading Skills, Secondary Education, Student Characteristics, Tests, Vocational Interests
Identifiers—Colorado

This basic vocational related skills assessment module in child care is one of sixteen modules designed to help teachers assess and identify some of the areas in which special needs students may encounter learning difficulties. The materials in the module allow for informal assessment in three basic areas: academic skills, motor skills, and vocational interest and awareness. The basic skills assessment includes reading skills, listening skills, using a book to locate information, and mathematics. The reading section offers materials written at two different reading levels: the first paragraph is easy (4-8), while the second paragraph is more difficult (9-12). The motor skills are assessed through teacher observation and recording on a matrices skills checklist. The third area, vocational interest and awareness, is assessed through a vocational awareness questionnaire completed by students. (LRA).

ED 183 890 **CE 024 512**

Design and Implementation of an Assessment Model for Students Entering Vocational Education Programs in the State of Colorado. Distributive Education.

University of Northern Colorado, Greeley
Spons Agency—Colorado State Board for Community Colleges and Occupational Education, Denver
Pub Date—79
Available from—Vocational Teacher Education, University of Northern Colorado, Greeley, CO 80639 ($2.75)
Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01/PC02 Plus Postage
Descriptors—*Academic Ability, *Distributive Education, *Learning Problems, *Needs Assessment, *Student Needs, *Vocational Education, Basic Skills, Career Awareness, Cognitive Ability, Educational Assessment, Educational Diagnosis, Educational Testing, Guidelines, Learning, Listening Skills, Mathematics, Postsecondary Education, Psychomotor Skills, Reading Skills, Secondary Education, Student Characteristics, Tests, Vocational Interests
Identifiers—Colorado

This basic vocational related skills assessment module in distributive education is one of sixteen modules designed to help teachers assess and identify some of the areas in which special needs students may encounter learning difficulties. The materials in the module allow for informal assessment in three basic areas: academic skills, motor skills, and vocational interest and awareness. The basic skills assessment includes reading skills, listening skills, using a book to locate information, and mathematics. The reading section offers materials written at two different reading levels: the first paragraph is easy (4-8), while the second paragraph is more difficult (9-12). The motor skills are assessed through teacher observation and recording on a matrices skills checklist. The third area, vocational interest and awareness, is assessed through a vocational awareness questionnaire completed by students. (LRA).

ED 183 891 **CE 024 513**

Design and Implementation of an Assessment Model for Students Entering Vocational Education Programs in the State of Colorado. Health Occupations.

University of Northern Colorado, Greeley
Spons Agency—Colorado State Board for Community Colleges and Occupational Education, Denver
Pub Date—79
Available from—Vocational Teacher Education, University of Northern Colorado, Greeley, CO 80639 ($2.75)
Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01/PC02 Plus Postage
Descriptors—*Academic Ability, *Auto Mechanics, *Learning Problems, *Needs Assessment, *Student Needs, *Vocational Education, Basic Skills, Career Awareness, Cognitive Ability, Educational Assessment, Educational Diagnosis, Educational Testing, Guidelines, Learning, Listening Skills, Mathematics, Postsecondary Education, Psychomotor Skills, Reading Skills, Secondary Education, Student Characteristics, Tests, Vocational Interests
Identifiers—Colorado

This basic vocational related skills assessment module in health occupations is one of sixteen modules designed to help teachers assess and identify some of the areas in which special needs students may encounter learning difficulties. The materials in the module allow for informal assessment in three basic areas: academic skills, motor skills, and vocational interest and awareness. The basic skills assessment includes reading skills, listening skills, using a book to locate information, and mathematics. The reading section offers materials written at two different reading levels: the first paragraph is easy (4-8), while the second paragraph is more difficult (9-12). The motor skills are assessed through teacher observation and recording on a matrices skills checklist. The third area, vocational interest and awareness, is assessed through a vocational awareness questionnaire completed by students. (LRA).

ED 183 918 **CE 024 577**

Newburg, Adina
A Directory of Training and Employment Programs in the Private Sector Emphasis: Disadvantaged Youth.
Corporation for Public/Private Ventures, Philadelphia, Pa
Spons Agency—Edna McConnell Clark Foundation, New York, N.Y. Office of Youth Programs (DOL), Washington, D.C.
Pub Date—79
Pub Type—Reference Materials—Directories/Catalogs (132)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Business, *Career Development, *Disadvantaged Youth, *Employment Programs, *Job Training, *School Business Relationship, Adolescents, Career Counseling, Career Exploration, Careers, Industry, Internship Programs, Job Development, Job Placement, Private Agencies, Private Financial Support, Program Descriptions, Shared Services, Vocational Education, Work Experience Programs, Young Adults, Youth Programs

This directory lists 117 programs sponsored by the private sector for the training and employment of disadvantaged youth. (It is the first in a series of program guides to be issued regularly by the Public/Private Ventures' Resource Center.) Programs had to meet two criteria to be included: (1) they involved participation of the private sector through provision of employment or work experience; participation in advisory boards or oversight committees; financial support; donation or loan of facilities, equipment, or staff to help with program, training, or administration; and/or other "in-kind" services; and (2) they were designed for or appropriate to the special needs of disadvantaged youth. Programs are grouped by the three broad categories of preemployment, skills training (auto mechanics, clerical and office, computer, construction, machines, welding, and miscellaneous), and career pathways (career exploration, careers in energy, entrepreneurship, and internship). Each program entry includes these nine elements: date established; capacity (maximum number of participants per training period); location; administrative structure, including funding source; nature of private sector involvement and names of businesses; program features; population served, contact, and source of information. An alphabetical index is provided. (YLB).

ED 183 922 **CE 024 596**

Cathie, Shirley B.
Select. . from All Your Options. Teacher Guide to Vocational Education.
Educational Improvement Center, Glassboro, N.J.
Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education
Pub Date—79
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01/PC04 Plus Postage
Descriptors—*Career Choice, *Career Education, *Career Planning, *Sex Fairness, *Vocational Education, Affirmative Action, Employed Women, Employment Statistics, Federal Legislation, Junior High Schools, Learning Activities, Self Evaluation Individuals, Social Change, State Legislation, Teaching Guides
Identifiers—Project SELECT

Project SELECT (Strategies for Equalizing and Linking Education and Career Training) is a means of promoting sex equity in vocational education and career preparation. SELECT consists of three handbooks for middle or junior high school students, teachers, and parents and a resource booklet entitled "Women at Work". These materials are designed to help show that significant change is occurring in vocational education due to the increased number of women now working outside the home and other changes taking place in American society. This document includes the handbook for teachers and is divided into five units. These units provide information and activities to help the student in the following areas: (1) thinking about career options open to them; (2) understanding the laws promoting sex equity in education; (3) exploring individual interests, abilities, and training needs; (4) becoming more aware of social changes, especially changes in the labor market for women; and (5) utilizing this handbook and other resources in planning for the future. A glossary of important terms is also included. (BM).

ED 183 930 CE 024 612

Schwartz, Henrietta Olsen, George

Issues and Problems in the Development of a Five Year Sex Equity Plan for a State Education Agency.

Roosevelt Univ. Chicago, Ill. Coll. of Education

Pub Date—80

Pub Type—Reports—Descriptive (141). Speeches, Conferences Papers (150)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Equal Education, *Policy Formation, *Sex Fairness, *State Programs, * *Statewide Planning, Access to Education, Attitudes, Equal Facilities, Expectation, Master Plans, Organizational Theories, Program Evaluation, Resource Allocation, Vocational Education

The process used to develop a five-year and annual Illinois state plan for sex equity in vocational education programs is described and analyzed. The appropriateness of theory and frameworks used to develop the plan are examined as well as the five-phase operational framework which emerged from the developmental process: expectations and attitudes, access, treatment, allocation of resources, and awareness and evaluation and program correction. Obstacles, tensions, and problems confronted in producing the plan are presented, along with the issues related to policy and analysis performed by an outside contractor for a state agency. (Authors/MEK).

ED 183 937 CE 024 627

Holmes, Dennis H.

Summary Report of the Audit of an Evaluation of the Consolidated Services Demonstration Project.

Research and Program Evaluation Services, Springfield, Va

Pub Date—79

Pub Type—Reports—Evaluative/Feasibility (142)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Career Education, *Compensatory Education, *Disadvantaged Youth, *Integrated Curriculum, *Program Effectiveness, *Vocational Education. Academic Achievement, Attitude Change, Basic Skills, Community Involvement, Coordination, High Schools, Parent Participation, Program Development, Summative Evaluation

Identifiers—California

High attrition rate and under representation of educationally disadvantaged youth in vocational education programs were the policy issues behind the development and piloting of the Consolidated Services Demonstration Project in seven California high schools. The three-year project sought to integrate the separated programs for compensatory, vocational, and career education, thus making the curriculum and secondary school experiences of disadvantaged youth more relevant and cogent. Program objectives included the following: (1) improvement of basic skills; (2) generation of positive attitudes; (3) development of career and occupational competencies; (4) generation of cooperation and understanding between career education and vocational education administrations and staffs; (5) increase in parent and community involvement and awareness; and (6) integration of career education and vocational education programs and services. A summative evaluation was conducted to assess the impact of project objectives. Data were collected by pre/post achievement test data provided by two of the schools strongly suggested significant changes in achievement levels over the project period. (Specific results are provided for each objective.) (BM).

ED 183 939 CE 024 645

Gre[illegible], Deborah A.

Women in Apprenticeship for Nontraditional Occupations. Graduate Study Research. Final Report, April 1, 1979-June 30, 1979.

Wisconsin Univ.—Stout, Menomonie. Center for Vocational, Technical and Adult Education

Spons Agency—Wisconsin State Board of Vocational, Technical, and Adult Education, Madison

Pub Date—79

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01/PC05 Plus Postage

Descriptors—*Apprenticeships, *Females, *Nontraditional Occupations, *Occupational Aspiration, *Work Attitudes, Career Choice, Employed Women, Employment Opportunities, Equal Opportunities Jobs, Postsecondary Education, Sex Role, Skilled Occupations, Surveys, Vocational Education

Identifiers—Wisconsin

Though women are entering the paid work force in increasing numbers, their distribution across occupational categories is far from even. Women workers are clustered in traditional women's work jobs and represent only five percent of the nation's craft workers. In an effort to discover the motivations, experiences, and attitudes of women in nontraditional occupations, a survey was conducted of Wisconsin women enrolled in apprenticeship training. An initial open-ended questionnaire elicited a variety of factors that influence a woman's decision to enter and to continue in a nontraditional occupation. A second survey instrument yielded quantifiable responses regarding these factors. Highest among the factors which encourage these women to enter a nontraditional occupation were challenge, variety, learning, feeling of pride and self-worth, a sense of accomplishment, and the work itself. Some discouraging factors included working and safety conditions, the lack of supervisory feedback, and such personal concerns as housework and child care responsibilities. The overall impression to emerge from the research is that women in apprenticeship training are committed to their work and willing to endure the inevitable hardships of a nontraditional choice. (The survey instrument is appended.) (Author/LRA).

ED 183 944 CE 024 675

Women's Attitudes toward Industrial Education. Final Report.

Wisconsin Univ.—Stout, Menomonie. Center for Vocational, Technical and Adult Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Pub Type—Reports—Research/Technical (143). Tests, Questionaires, Evaluation instruments (160)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Attitude Measures, *Industrial Education, *Influences, *Student Attitudes, Females, Questionnaires, Secondary Education, Sex Role, Sex Stereotypes

Identifiers—Wisconsin

A study was conducted to construct and validate an instrument designed to measure both women students' attitudes toward industrial education and the status of certain factors that may have an impact on those attitudes. The resulting instrument was a Likert response-based survey that was directly administered in one middle school and five high schools throughout Wisconsin. A total of nearly 600 students participated. Significant differences were found when the mean survey scores of male students were compared with the mean survey scores of female students for both the attitude portion of the survey and the total survey score. Such significant differences were not found in the impact portion of the survey. Students from schools with compulsory and genuinely open women's industrial education enrollment and innovative programs tended to score significantly higher on the attitude survey and were more positive toward industrial education than were women in schools with traditional and conservative industrial education programs A similarly significant difference was found for impact and whole survey scores. Significant correlations between the impact and attitude portions of the test were detected. Some responses were noted to vary widely on the basis of the sex and/or the respective school of the groups of respondent students. (Samples of the survey and the survey manual are appended.) (LRA).

ED 183 945 CE 024 678

Wiant, Allen A. Hutchinson, Ronald C.

Self-Assessment for Career Change: Does It Really Work? A Follow-up Study.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—79

Contract—OB-NIE-G-78-0211

Note—107p. ; Data tables will not reproduce well due to small print. For a related document see CE 024 679

Available from—National Center Publications, National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 (request price)

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01/PC05 Plus Postage

Descriptors—*Ability Identification, *Career Counseling, *Career Development, *Job Satisfaction, *Job Search Methods, *Self Evaluation Individuals, Career Education, Career Planning, Followup Studies, Postsecondary Education, Skills, Success, Transfer of Training

Identifiers—Columbia University NY, Minnesota Satisfaction Questionnaire

To examine the impact of evaluating one's transferable skills on subsequent employment experiences, a follow-up study compared past participants in Columbia University's Deep Investigation of Growth (DIG) program with a group of non-participants and a pre-program group. The program guides participants through a self-analysis process to identify personal success factors (skills) on which they are then encouraged to base career directions and job-seeking efforts. Data were collected on three principal measures of (1) extent to which skills were being utilized in present employment (Skill Utilization Index), (2) satisfaction with use of abilities, and (3) general job satisfaction—the latter two measures of the Minnesota Satisfaction Questionnaire (MSQ). Findings indicated no statistically significant differences between post- and non-participants but appreciable differences between the pre- and post-groups on all measures. This indicates that those who elected the program were helped by it, but that the program may not benefit everyone equally. Those who elected the program did not appreciate their own versatility and skill marketability, and the composite of their skills were different from their peers. A weakness of the approach is that although transferable skills of an individual are identified and make the focus of job-finding activities, no mechanism exists for describing jobs in the same way. (A summary report is available as CE 024 679.) (YLB).

ED 183 946 CE 024 679

Wiant, Allen A. Hutchinson, Ronald C.

Self-Assessment for Career Change: Does It Really Work? Summary Report of a Follow-up Study. Information Series No. 191.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—79

Contract—OB-NIE-G-78-0211

Note—15p. ; For a related document see CE 024 678

Available from—National Center Publications, National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 ($1.75)

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01/PC01 Plus Postage

Descriptors—*Ability Identification, *Career Counseling, *Career Development, *Job Satisfaction, *Job Search Methods, *Self Evaluation Individuals, Career Education, Career Planning, Followup Studies, Postsecondary Education, Skills, Success, Transfer of Training

Identifiers—Columbia University NY

This report highlights and summarizes a followup study to test some assumptions concerning the value of discovering one's transferable skills, particularly as that discovery may affect one's subsequent employment experience. (The followup study is available separately as CE 024 678.) Columbia University's Deep Investigation of Growth (DIG) program to identify personal success factors and use them in subsequent job search activities is briefly discussed, since the DIG success factor analysis, and resume reflecting it, were the specific 'skill analysis and reporting' process studied. Data collection procedures and findings are reported for three groups: those now seeking the career counseling assistance of DIG, those who have participated in DIG, and those who have never and are not now seeking DIG assistance. The outcomes measured were skill utilization in employment, satisfaction with ability utilization, and job satisfaction. These conclusions are reported: (1) the self-analysis process is effective in encouraging consideration of one's employable skills as a set of skill attributes and in motivating search for employment utilizing one's skills; (2) those electing the DIG program do not appreciate their own versatility and skill marketability; and (3) a need exists for describing jobs in terms of skill attribute requirements. (YLB).

ED 183 947 CE 024 681

Ashley, William L. Comp. And Others

Occupational Adaptability: Perspectives on Tomorrow's Careers. A Symposium. Information Series No. 189.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—79

Contract—OB-NIE-G-78-0211

Note—67p

Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd. Columbus, OH 43210 ($4.50)

Pub Type—Collected Works—Proceedings (021)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Generalization, *Job Skills, *Skill Development, *Transfer of Training, Career Change, Education Work Relationship, Employment, Vocational Adjustment, Youth Employment

This publication reports the proceedings of a national symposium that examined from several perspectives the application of occupational adaptability and transferable skills in preparing individuals for tomorrow's careers. Five presentations made up the symposium. Jerry Short spoke on New and Changing Occupations: Jobs and Skills for Tomorrow and offered strategies for teaching adaptability that could assist individuals in becoming adaptable. Speaking on An Employer's Concern with Occupational Adaptability, Richard Peterson stated that both employers and workers must become aware of the transferability of skills as opposed to job specificity in successfully preparing themselves and others for a lifetime of work. Paul Barton's presentation on The Early Youth Employment Experience examined labor market data to show a relationship between education and work. Application of the concepts of transferable skills and occupational adaptability were examined and questioned. Judy Springer gave a status report on training in Business and Industry. In his presentation on Occupational Adaptability and Transferable Skills: Synthesis and Reaction, George Copa reviewed major issues discussed by the other symposium presenters. (LRA).

ED 185 241 CE 023 797

Workplaces and Classrooms: A Partnership for the 80's. The Vice President's Task Force on Youth Employment (Baltimore, Maryland, September 26-27, 1979).

Spons Agency—Office of the Mayor, Baltimore, Md. Office of Youth Programs (DOL), Washington, D.C.

Pub Date—79

Pub Type—Collected Works—Proceedings (021)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Disadvantaged Youth, *Education Work Relationship, *Employment Statistics, *School Community Relationship, *Youth Employment, *Youth Programs, Agency Cooperation, Community Involvement, Conference Proceedings, Employment Opportunities, Employment Problems, Job Training, Unemployment, Vocational Education

Included in this document are the proceedings from a conference on Youth Employment held September 26-27, 1979, in Baltimore, Maryland. This report is divided into the following four sections: conference agenda; conference papers; symposia outlines of conference sessions; and selected youth statistics. The following conference papers comprise the major portion of this report. Interagency Collaboration in Education and Work Programs; Involving Schools in Employment and Training Programs for Youth; The Universe of Need for Youth Employment; Practical Alternatives for Educating the Poor; and Community-Based Policy Position and Recommendation to the President's Task Force on Youth Employment. (BM).

ED 185 243 CE 023 955

Martin, Edwin

New Directions in Vocational Education for the Handicapped: Implications for Research and Development. Occasional Paper No. 35.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Pub Date—78

Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 ($1.75)

Pub Type—Opinions/Personal Viewpoints/Position Papers/Essays (120). Speeches, Conferences Papers (150). Legal/Legislative/Regulatory Materials (090)

EDRS Price—MF01/PC01 Plus Postage

Descriptors—*Disabilities, *Educational Change, *Equal Education, *Federal Regulation, *Research Needs, *Vocational Education, Access to Education, Curriculum Development, Elementary Secondary Education, Enrollment Influences, Federal Legislation, Job Development, Position Papers, Program Evaluation, Program Implementation, Program Validation, Public Education, Social Bias

Identifiers—Education for All Handicapped Children Act, Individualized Education Programs

The history of educational programming for the handicapped has unfortunately been one of quiet discrimination. This pattern has come from the evolution of an isolation-based society. Society is moving increasingly toward the human and equity-based treatment of disabled people. Reflecting some court decisions, the Education of the Handicapped Act (PL 94-142) requires school districts to redistribute their resources to provide appropriate public education to handicapped children. Although the federal government may help by putting in sufficient new dollar resources, it is primarily the problem of local and state governments. To participate in the federal program, PL 94-142 requires states to provide equal and individual education programs for handicapped students. This legislation will impact on other programming, such as vocational education for handicapped junior and senior high school students. The impact of the resistance to encouraging the participation of handicapped children in vocational education is that handicapped young people comprised only 1.74 percent of the total vocational education population as of 1975. Research in vocational education should focus on the characteristics of people who may be successfully integrated into evaluating program outcomes, job design, and modifying existing programs. Program models for handicapped vocational education students should be validated and then disseminated. (The authors' answers to questions from the audience of research and development staff are attached.) (EM).

ED 185 251 CE 024 152

Vocational Cooperative Education Training Agreement and Training Plan for Pennsylvania Including: Training Activities for Use on Training Plans Which Are Listed with Occupational Codes and Titles—Trade & Industrial, Technical, Health, Agriculture, Gainful Home Economics, Business Education, Distributive Education.

Millersville State Coll. Pa

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education

Pub Date—80

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC05 Plus Postage

Descriptors—*Contracts, *Learning Activities, *On the Job Training, *Skill Analysis, *Vocational Education, Agricultural Occupations, Business Education, Cooperative Planning, Cooperative Programs, Distributive Education, Health Occupations, Home Economics, Learning Experience, Occupational Clusters, Secondary Education, Skilled Occupations, Student Experience, Technical Occupations, Trade and Industrial Education, Work Experience Programs

Identifiers—Pennsylvania

This report on vocational training agreements and plans in Pennsylvania presents a uniform and systematic approach to formalize the relationships between vocational educators and employers in providing students with on-the-job training. First, the report briefly covers the purpose of formalizing on-the-job learning experiences, training agreement, training plan, and training activities, including some examples. The remaining two-thirds of the content is devoted to a listing of training activities offered in Pennsylvania schools for occupations under the following U.S.O.E. occupational titles: trade and industrial, technical, health, agriculture, gainful home economics, business education, and distributive education. Samples of a training agreement and training plan are appended. (EM).

ED 185 255 CE 024 322

Havemen, Jacqueline E. O'Connell, Kathryn

Environmental Quality and Energy Conservation Curriculum Model. Final Report.

Far West Lab. for Educational Research and Development, San Francisco, Calif

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—79

Contract—G007701943

Note—102p

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC05 Plus Postage

Descriptors—*Curriculum Design, *Energy Conservation, *Environmental Education, *Models, *Vocational Education, Conservation Education, Curriculum, Curriculum Development, Curriculum Research, Energy, Environmental Standards, Interdisciplinary Approach, Material Development, Natural Resources, Need Gratification, Postsecondary Education, Power Technology, Quality of Life, Science Education, Teacher Developed Materials

Identifiers—Energy Education

To provide postsecondary vocational educators with a comprehensive understanding of environmental quality and energy conservation and their relevance to all occupational fields, a project designed a generic curriculum model for postsecondary adult and vocational education and developed documents describing the model. In developing the model, a conceptual framework was used that focused not only on energy resources and technologies, but also on understanding relationships between energy conservation and environmental quality and human need satisfaction. Seventeen content areas were specified and organized into four documents—orientation guide, curriculum content model, resource book, and application guide. (They are also available separately as ED 178 323.) Other activities included development of a knowledge base regarding specific programs into which the model could be integrated, and information dissemination. Evaluation involved an advisory panel review of the appropriateness of the project's approach, educators' review of the documents, and workshop review by classrooom instructors. It was concluded that the model provided an effective starting point for staff development activities (inservice or preservice training) and for educator development or use of energy conservation-related materials. (Appendixes, amounting to approximately one-half of the report, include a Teacher's Energy Guide developed by a community college instructor.) (YLB).

ED 185 297 CE 024 631

Wircenski, Jerry L.

Exemplary Programs for the Disadvantaged: A Report of a National Study.

Pennsylvania State Univ. University Park. Div. of Occupational and Vocational Studies

Spons Agency—Office of Education (DHEW), Washington, D.C. Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education

Pub Date—80

Pub Type—Reports—Descriptive (141). Numerical/Quantative data (110)

EDRS Price—MF01/PC11 Plus Postage

Descriptors—*Cooperative Education, *Demonstration Programs, *Disadvantaged, *Student Placement, *Vocational Education, Economically Disadvantaged, Educationally Disadvantaged, National Surveys, Postsecondary Education, Questionnaires, Secondary Education, Staff Utilization, Student Evaluation

Identifiers—Mainstreaming the Disadvantaged

The study identified characteristics and innovative approaches employed by exemplary vocational education programs in serving the disadvantaged in co-op, self-contained, and mainstreamed settings (secondary, postsecondary, and adult levels). Forty-one states, three territories and the District of Columbia responded to the request for three program nominations; sixty-seven responses were received from questionnaires mailed to directors of programs so nominated. Findings related to identification and assessment are (1) achievement tests are used as a primary source of client identification; (2) all programs (except mainstreaming) use attendence records as another identification means; (3) academically disadvantaged students (defined as one year or more below reading or math level) are more easily identified than the economically disadvantaged due to confusing definitions, and therefore more frequently selected; (4) there seems to be no widely used means of measuring student achievement for initial assessment but teacher-made assessments seem to be widely used for ongoing evaluation; and (5) principal uses of identification information are in determining support services, modifying or adjusting curriculum, and planning specific instructional services. With respect to programming, two conclusions are made: (1) secondary enrollments have held steady over 1975-78, but adult and postsecondary are rapidly increasing, and (2) a large percentage of the programs attempt to mainstream their disadvantaged learners into regular vocational classrooms. The major staffing conclusion was that exemplary programs seem to be well organized and conduct followup activities yearly. (Profile sheets on all sixty-seven programs, organized by type of program, comprise over 160 pages of the report.) (MEK).

ED 185 309 CE 024 647

Women's Educational Equity Act. Fourth Annual Report, Fiscal Year 1979: October 1, 1978 to September 30, 1979.

Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program

Pub Date—79

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC04 Plus Postage

Descriptors—*Equal Education, *Equal Opportunities Jobs, *Equal Protection, *Federal Legislation, *Special Programs, *Womens Education, Annual Reports, Contracts, Females, Financial Support, Grants, Program Development, Sex Discrimination, Sex Fairness

Identifiers—Womens Educational Equity Act

This report contains the following information in regard to the Women's Educational Equity Act: a brief description of the original and reauthorizing legislation, analysis of grant applications received and funded in the 1979 fiscal year, summaries of grant and contract awards for the fiscal year, and identification of products developed under project funding to be disseminated. Data presented in the statistical summaries of program efforts for fiscal 1979 include an analysis of applications received and grants awarded in terms of distribution by HEW region, levels of education, type of applicant, major target groups, special population groups, type of grant activity, and special academic areas. The summary of grant and contract awards for the fiscal year reflects the Act's support of a broad range of activities that target areas of education which perpetuate sex bias toward the purpose of providing educational equity for women. Information provided in the descriptions of grants and contracts awarded includes title, institution, grant amount, duration, director, and brief description with objectives. A list of publications developed under the Act's contracts is also included. (YLB).

ED 185 311 CE 024 680

Laitman-Ashley, Nancy M. Comp

Women and Work: Paths to Power. A Symposium. Information Series No. 190.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Pub Date—79

Contract—NIE-G-78-0211

Note—81p

Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 ($5.10)

Pub Type—Collected Works—Proceedings (021). Opinions/Personal Viewpoints/Position Papers/Essays (120)

EDRS Price—MF01/PC04 Plus Postage

Descriptors—*Career Change, *Career Development, *Employed Women, *Employment Opportunities, *Experiential Learning, *Occupational Mobility, Adult Education, Careers, Conferences, Employment Experience, Employment Level, Entry Workers, Females, Individual Power, Promotion Occupational, Reentry Workers

Focusing on five possible transition points in a woman's career, these five symposium papers explore some major problems that women encounter in career and job transitions and present existing and potential solutions and the extent to which women develop skills and abilities in one setting that are transferable to another situation. Priscilla Elfrey, Transition Point I presenter (initial entry), discusses the importance of power, including competence, confidence, and connections, in helping women obtain, progress, and change their jobs and careers. Carol Eliason, Transition Point II presenter (re-entry), stresses the need for women re-entering the work world to validate life skills. Joan Humphries (Transition Point III) suggests counseling/career services, training programs, educational and employment practices, and applied research activities to help women assess their career progression during this period of career advancement. To help women achieve upward mobility, Corrine Rieder, Transition Point IV presenter (job mobility), recommends two perspectives: an academic approach and a more personal experiential approach. Phillip Randall, Transition Point V presenter (pre- or post-employment), discusses the factors and events leading to post-retirement jobs and careers. He proposes work-, education-, and community-related approaches to helping older women returning to or changing in the paid labor force. (YLB).

ED 185 313 CE 024 701

Funk, Gerald W.

PDE Occupational Competency Assessment Project—1979. Final Report. Occupational Competency Evaluation Monograph, Number 10. Vocational Technical Education Research Report, Volume 17, Number 23.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—79

Pub Type—Reports—Descriptive (141). Numerical/Quantative data (110)

EDRS Price—MF01/PC04 Plus Postage

Descriptors—*Occupational Tests, *Teacher Certification, *Teacher Evaluation, *Testing Programs, *Vocational Education Teachers, Competence, Examiners, Minimum Competency Testing, Program Improvement, Standardized Tests, State Standards, Test Construction, Testing, Test Norms, Test Validity, Vocational Education

Identifiers—National Occupational Competency Testing Institute, Occupational Competency Testing, Pennsylvania

A project continued activity to improve the occupational competency assessment program for evaluating and certifying vocational education teachers. Development of new testing was continued by Temple University, The Pennsylvania State University, and University of Pittsburgh. Workshops for test developers were conducted to ensure standardization of the end product. Review of completed products and use of validation studies permitted improvement in individual tests. Statistical studies, using candidate testing results from the three universities, provided normative data that can be applied with greater reliability in establishing scoring parameters. Quality testing instruments were made available through centralized printing and distribution by National Occupational Competency Testing Institute (NOCTI). The entire Pennsylvania test bank was transferred to NOCTI who would provide management, including printing and dissemination, storing, norm accumulation, revision, and update. Continuation of training of individual examiners through a centralized workshop activity ensured that standardization processes and practices were known to all examiners. Effort was placed on publicizing the program throughout the state. A national seminar of NOCTI member states (with twenty-two states represented) was hosted to facilitate sharing test review and development with other states. (Tables and project materials, amounting to over one-half of the report, are appended.) (YLB).

ED 185 323 CE 024 777

Miguel, Richard J. And Others

Work-Centered and Person-Centered Dimensions of Experiential Education: Implications for a Typology of Programs. Research and

Development Series No. 197.
Ohio State Univ. Columbus. National Center for Research in Vocational Education
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—79
Contract—NIE-G-78-0211
Note—72p. ; Parts of this document in italic type may not reproduce well. For related documents see CE 024 779-781 and CE 025 119
Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 ($4.50)
Pub Type—Reports—Research/Technical (143). Information analyses/State-of-the-Art Materials (070)
EDRS Price—MF01/PC03 Plus Postage
Descriptors—*Classification, *Experiential Learning, *Program Design, *Work Experience Programs, Definitions, Interviews, Program Descriptions

The purpose of the first year's work of a two-year project was to identify education and work program characteristics that are indicators of the normative (work-centered) and personalistic (person-centered) dimensions of eighteen experiential education programs and to determine common characteristics and whether programs can be classified based on resulting data. Procedures included interviews with program participants, coordinators, and on-site workplace personnel. Twelve major indicators of program type, indicating normative and personalistic dimensions, were isolated: (1) program goals, (2) nature of career growth; (3) self-concept development; (4) role of program staff; (5) interpretation and internalization; (6) focus of learning activities in work settings; (7) diversity of work setting experiences; (8) duration of program experiences; (9) relationship of learners to ongoing work and workers; (10) method of supervision employed by resource person; (11) pay; and (12) academic credit. By calculating the proportional relationships of these dimensions, five program types were identified for the typology: normative; personalistic; and transactional: adaptive, reciprocal, and transitional. (Recommendations for the second year of the study and for further research are also given.) (MEK).

ED 185 324 CE 024 779

Crowe, Michael R. Harvey, R. J.
Retention of Concepts Resulting from Learning by Experience. Preliminary Investigation of the Retention of Selected Reading and Mathematical Concepts Resulting from Students Enrolled in a Traditional Learning Environment and in a Learning-in-Work Environment.
Ohio State Univ. Columbus. National Center for Research in Vocational Education
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No.—OSU-R&D-Ser-200
Pub Date—79
Contract—NIE-G-78-0211
Note—33p. ; For related documents see CE 024 777, CE 024 780-781, and CE 025 119. Some small print may be marginally legible
Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 ($2.35)
Pub Type—Reports—Research/Technical (143). Numerical/Quantative data (110)
EDRS Price—MF01/PC02 Plus Postage
Descriptors—*Academic Achievement, *Conventional Instruction, *Experiential Learning, *Mathematics, *Reading Achievement, *Retention Psychology, Career Education, High Schools, High School Students, Longitudinal Studies, Work Experience Programs

A study investigated the retention of mathematical and reading concepts of students enrolled in a learning-in-work environment (Experience-Based Career Education) and a traditional classroom learning environment on a measure of academic achievement using a twelve-month longitudinal design. The performance of twenty-seven students in each environment was evaluted using the Comprehensive Tests of Basic Skills, administered at the beginning and end of the junior year and at the beginning of the senior year. The learning interval was designated as the time between pre- and post-testing, and the retention interval as the time between post- and follow-up testing. The results indicated differences in both reading vs. math skills and in traditional vs. learning-in-work environments, with the greatest amount of fluctuation being in the math scores of the two groups. While the groups were equivalent at the beginning of the year, the students in the traditional environment increased their math performance by the end of the year, while the learning-in-work students' math scores decreased during the same time period. The groups subsequently reversed this direction of change over the summer, with the traditional students' math scores showing a decrease, while the learning-in-work students showed an increase in math scores. An interference/assimilation model is proposed to interpret the findings. (Author/MEK).

ED 185 325 CE 024 780

Twarog, Katherine J. Crowe, Michael R.
Learning and Work Programs: Transitional Educative Cultures. Research and Development Series No. 199.
Ohio State Univ. Columbus. National Center for Research in Vocational Education
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—79
Contract—NIE-G-78-0211
Note—120p. ; For related documents see CE 024 777, CE 024 779, CE 024 781, and CE 025 119
Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 ($7.25)
Pub Type—Reports—Research/Technical (143). Collected Works—Serials (022)
EDRS Price—MF01/PC05 Plus Postage
Descriptors—*Cultural Context, *Education Work Relationship, *Experiential Learning, *Work Experience Programs, Case Studies, Community Characteristics, Economic Factors, High Schools, Leadership, Sociocultural Patterns, Student Characteristics, Wages

A comparative case study of education and work programs was conducted from an anthropological frame of reference to determine how each sets up a program culture for learners to achieve program goals. Three variables structured into the original research design of the project were (1) the length of the program; (2) the type of community served, and (3) the socio-academic characteristics of the students served. Results of the study indicate that leadership and faculty tenure seem to have a stabilizing effect on the length of the program; availability of public transporatation and time commitment required by the program coordinator to adequately supervise students in a large geographical area vary by community type; and that the traditional role of education as a conduit to vertical class mobility should be considered in the placing and processing of experiences with respect to socio-academic student characteristics. Results indicate that while the four education and work programs represented diverse responses to local needs and local resources, they all shared three characteristics: an orientation toward the economic institutions of the community; the inclusion of a learning component; and the awarding of academic credit or pay. Two other areas of concern identified were the additional responsibility students with psycho-social problems placed on the program and the unique socio-cultural problems of the role of the work sponsor. (MEK).

ED 185 326 CE 024 781

Wasson, Louise E. And Others
Collaboration in Experiential Education: A Profile of Participant Expectations.
Ohio State Univ. Columbus. National Center for Research in Vocational Education
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No.—OSU-R&D-Ser-198
Pub Date—79
Contract—NIE-G-78-0211
Note—81p. ; For related documents see CE 024 777, CE 024 779-780 and CE 025 119. Some small print may be marginally legible
Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University,

1960 Kenny Road, Columbus, OH 43210 ($5.10)
Pub Type—Reports—Research/Technical (143)
EDRS Price—MF01/PC04 Plus Postage
Descriptors—*Employer Attitudes, *Expectation, *Experiential Learning, *Motivation, *Work Experience Programs, Administrator Attitudes, Cooperative Programs, Coordination, High Schools, Interviews, Parent Attitudes, Student Attitudes .

To identify motivations and expectations regarding experiential education programs, a study interviewed 143 individuals from five participant groups. High school students, program coordinators, secondary principals, employers/sponsors, and parents involved in eighteen experiential programs in four states (Ohio, California, Florida, and Massachusetts) were interviewed. Programs ranged from alternative schools which offered optional community activities to service learning programs, to Comprehensive Employment and Training Act (CETA) youth programs. Although some students were paid and some received academic credit, all programs offered young people the opportunity for a structured learning experience in a workplace setting. Results of the interview data revealed seven areas of conflicting expectations: pay, recruitment, support for programs, quality of learning, graduation credit for experiences, creation of placements, and appropriate scheduling. Although respondents generally expressed positive attitudes, each constituency brings to program participation a unique set of problems and needs. Learners and their parents are convinced of the value of experiential education; employers/sponsors are also, as long as organizational efficiency and productivity are not compromised; and school administrators are interested in experiential education as a means of addressing building problems and community expectations. (Author/MEK).

ED 185 334 CE 024 813
Eight Reasons Why Our Economy Needs More Federal Support of Vocational Education.
American Vocational Association, Washington, D.C.
Pub Date—80
Pub Type—Opinions/Personal Viewpoints/Position Papers/Essays (120)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Federal Aid, *Federal Government, *Financial Support, *Government Role, *Vocational Education, Federal Programs, Government School Relationship, National Programs, Public Support
Identifiers—American Vocational Association, United States

Programs of vocational education focus on raising the productive capacity of individuals. Because of this commitment to human development, vocational education is a resource that can help solve many of the pressing economic problems facing our nation at this time. A federal investment in vocational education is in fact a very viable means of boosting our country's economy. There are eight reasons why our economy needs more federal support of vocational education: (1) to increase productivity, making it possible for employers to pay higher wages, (2) to provide skilled workers to meet the demands of employers, (3) to increase the earning power of individuals, (4) to improve opportunities for the poor and underachievers, (5) to reduce youth unemployment through in-school and out-of-school programs that provide educational skills and work experiences for disadvantaged youth, (6) to stimulate economic growth, (7) to enhance the federal/state/local partnership, and (8) to increase the federal government's credibility with the nation's taxpayers. (LRA).

ED 185 339 CE 024 819
Hughes, Thomas A. Jr. And Others
Industrial Arts Facility Planning Guide.
Virginia Polytechnic Inst. and State Univ. Blacksburg
Spons Agency—Virginia State Dept. of Education, Richmond. Div. of Vocational Education
Pub Date—78
Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)
EDRS Price—MF01/PC03 Plus Postage
Descriptors—*Educational Facilities Design, *Educational Facilities Planning, *Industrial Arts, Building Plans, Classroom Design, Elementary Secondary Education, Facility Guidelines, Facility Requirements, Program Descriptions, School Buildings, School Space, Specifications

This guidebook presents facility guidelines to aid the school planner in determining appropriate facilities for a model curriculum. The first of four major sections, The Intent of Industrial Arts, discusses the mission and goals, instructional objectives, function of industrial arts, and the model curriculum. Section 2 focuses on facilities for elementary, junior high, and senior high programs. Section 3 addresses architectural considerations such as location and housing, flexibility and expansion, space needs, open laboratory/instructional area, auxiliary rooms, visual comfort and efficiency, ventilation and heating, and floors and surfaces. The final section presents a planning summary of the industrial arts curriculum, suggested industrial laboratories, industrial arts laboratory space needs, industrial arts courses accomodated by respective laboratories, and equipment guidelines. (LRA).

ED 185 342 CE 024 823
Dewald, Margaret R.
Vocational Home Economics Education Handbook for Adult Education.
Virginia Polytechnic Inst. and State Univ. Blacksburg. Div. of Vocational-Technical Education. Virginia State Dept. of Education, Richmond. Div. of Vocational Education
Pub Date—80
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01/PC04 Plus Postage
Descriptors—*Adult Education, *Advisory Committees, *Competence, *Home Economics, *Occupational Home Economics, *Program Development, Adult Vocational Education, Child Care Occupations, Clothing, Consumer Education, Consumer Protection, Credit Finance, Energy, Energy Conservation, Food, Food Service Occupations, Gerontology, Home Furnishings, Homemaking Skills, Home Management, Household Workers, Housing, Interior Design, Job Skills, Parenthood Education, Program Evaluation, Service Occupations

Intended to give assistance to the vocational home economics teacher in providing a program of continuing education for out-of-school youths and adults, the programs contained in this handbook are designed to assist participants in their life role as homemaker, wage earner, consumer, and parent. The handbook provides an overview of adult education programs in Occupational Home Economics and the Consumer and Homemaking; makes suggestions relative to program planning, implementation, and evaluation; and the uses of advisory committees. Included are outlines of possible course content and a selected bibliography of resources. Suggested competencies for adult occupational home economics programs in child care, general housework, clothing and textiles, and food services, and consumer and homemaking competencies in consumer education and home management, housing, home furnishings, and decoration, energy management and conservation, gerontology, and parenthood, comprise thirty-five pages of the document. Information is also included on the Young Homemakers of Virginia and on the Virginia Certified Homemakers' Assistants Program. (MEK).

ED 185 346 CE 024 835
Selz, Nina Ashley, William L.
Teaching for Transfer: A Perspective. Information Series No. 141.
Ohio State Univ. Columbus. National Center for Research in Vocational Education
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—78
Contract—NIE-G-78-0111
Note—25p
Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 ($2.35)
Pub Type—Opinions/Personal Viewpoints/Position Papers/Essays (120)
EDRS Price—MF01/PC01 Plus Postage
Descriptors—*Educational Needs, *Educational Practices, *Transfer of Training, Education Work Relationship, Mastery Learning, Secondary Education, Skill Development, Skills

Both the process and the antecedents of transfer (transfer of skill or knowledge from prior experiences to new ones) are considered by the authors, who suggest ways that teaching for transfer can be implemented. Three questions relating to transfer are considered: Is the capacity or ability to transfer attended to and developed in education and training programs? Can an individual's ability to transfer be developed and/or strengthened through planned learning experiences? and How do you teach for transfer? In an informal survey of forty teachers, the authors discovered that with the exception of adult education, teachers do not teach for transfer, but rather teach knowledge and skills which they assume the student will be able to transfer. The authors argue that while the aforementioned is important, an essential purpose of education should be to teach for the maximum positive transfer of knowledge and skill information. They indicate that the ability to transfer such learning can be taught, but many educators seem to take the learning process for granted, assuming that the ability to apply previous learnings follows from in-class mastery. Providing practice beyond classroom mastery to application in varying contexts under differing conditions is stressed. (Sixteen practical suggestions for teaching for transfer, presented under awareness, sequencing, practice, and reinforcement are included.) (MEK).

ED 185 347 **CE 024 837**

Sommers, Dixie

Empirical Evidence on Occupational Mobility. Interim Report. Information Series No. 193.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—79

Contract—OB-NIE-G-78-0211

Note—118p. ; For related documents see CE 024 679-681

Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 ($7.25)

Pub Type—Information analyses/State-of-the-Art Materials (070). Reports—Research/Technical (143)

EDRS Price—MF01/PC05 Plus Postage

Descriptors—*Career Development, *Employee Attitudes, *Individual Characteristics, *Occupational Information, *Occupational Mobility, *Work Attitudes, Career Change, Career Education, Classification, Employment Experience, Family Characteristics, Job Satisfaction, Labor Economics, Labor Market, Occupational Surveys, Occupations, Psychological Characteristics, Research Reports, Social Mobility, Social Status, Transfer of Training, Vocational Adjustment

Intended for researchers and policy developers in education and labor market economics, this study reviews, evaluates, and summarizes available information concerning the characteristics of occupationally mobile workers and their jobs. Chapter 1 presents basic concepts and definitions, a review of problems in empirical measurement of mobility, and a brief discussion of problems of occupational classification. Chapter 2 provides brief overviews of several labor market theories, suggests their implications for occupational mobility, and presents a review of empirical mobility studies related to labor market theories. Using the same format, chapter 3 deals with sociological theories and evidence, while chapter 4 deals with theories from vocational psychology and related evidence. Chapter 5 overviews and summarizes the empirical literature and suggests directions for future research. Appendix 1 provides an annotated bibliography of the empirical studies reviewed, including this information for each study: thesis, data, methods, results, and limitations. Appendix 2 provides technical information on the major data sources used in the empirical studies with this information provided: primary source, description, and limitations. (Appendixes comprise over one-half of the document. The table of contents may be used as a cross-reference to surveys cited.) (Author/YLB).

ED 185 348 **CE 024 838**

Ellis, John

Vocational Education and Federal Priorities. Occasional Paper No. 47.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Pub Date—78

Pub Type—Opinions/Personal Viewpoints/Position Papers/Essays (120). Speeches, Conferences Papers (150)

EDRS Price—MF01/PC01 Plus Postage

Descriptors—*Cooperative Planning, *Coordination, *Educational Cooperation, *Educational Planning, *Federal Government, *Vocational Education, Cooperative Programs, Educational Development, Educational Legislation, Educational Research, Employment Programs, Federal Legislation, Federal Programs, Federal State Relationship, Government School Relationship, Needs Assessment, Program Development, School Districts, State Government, State Programs, State School District Relationship, Statewide Planning, Youth Programs

A partnership between the federal government and state and local education agencies is required to solve existing problems in vocational education. The federal government's strategy involves directing money to underserved populations; encouraging planning at all levels to produce more employable graduates; promoting research and demonstration of effective educational models; and establishing programs to employ and stimulate employment of youths and adults. The federal government discharges its responsibilities by supervising the state planning system, implementing the National Occupational Information Coordinating Committee, establishing state Research Coordinating Units, sponsoring research and demonstration activities through a contract with the National Center for Research in Vocational Education, and administering the Youth Employment and Demonstration Projects Act. States must plan, develop, and disseminate occupational and career information, encourage innovative practices, and provide a general system of fiscal and program accountability. Local school districts must develop planning and working linkages with the community, provide feedback, and operate programs and delivery services. Three areas for improvement are cooperation among education providers, flexibility in programming, and involvement in occupational development. The scholar should evaluate, conduct research, assess the federal strategy, and redefine vocational education within the broad structure of education, training, and work. (YLB).

ED 185 349 **CE 024 839**

Jones, Joan Simon

Vocational Education in Corrections: An Interpretation of Current Problems and Issues. National Study of Vocational Education in Corrections. Technical Report No. 1.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—77

Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 ($3.80)

Pub Type—Information analyses/State-of-the-Art Materials (070). Reports—Research/Technical (143)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Correctional Education, *Correctional Institutions, *Models, *Program Descriptions, *Vocational Education, *Vocational Rehabilitation, Attitude Change, Community Involvement, Community Programs, Delivery Systems, Literature Reviews, Needs Assessment, Prisoners, Program Design, Program Development, Program Evaluation, Surveys

This review and synthesis of the literature on correctional vocational education includes historical documents, recent surveys and reports, journal articles, dissertations, and speeches and presentations which were located by computer-assisted and manual searches of these data bases: Abstracts of Instructional and Research Materials in Vocational and Technical Education, Educational Resources Information Center, National Technical Information Services, Comprehensive Dissertation Abstracts, and National Criminal Justice Reference Service. To describe the state-of-the-art of vocational education in corrections, the review discusses surveys, reports, programs, and models which address these three "charges" made by researchers and program planners to the educational community and the community at large: to defuse the psychology of retribution, to establish job market-relevant, community-based vocational education programs, and to establish effective in-prison programs with high quality program design and delivery, needs assessment, and evaluation. Listings give the references that were reviewed and additional references that provide relevant discussion. (This and two other technical reports are included in the final report, ED 151 569.) (YLB).

ED 185 350 CE 024 840

Standards for Vocational Education Programs in Correctional Institutions. National Study of Vocational Education in Corrections. Technical Report No. 2.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—77

Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 ($2.20)

Pub Type—Legal/Legislative/Regulatory Materials (090). Reports—Research/Technical (143)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Correctional Education, *Correctional Institutions, *Guidelines, *Standards, *Vocational Education, Business, Community Relations, Facility Planning, Financial Policy, Job Placement, Objectives, Program Administration, Program Descriptions, Program Evaluation, Student Evaluation, Student Placement, Teacher Evaluation, Teachers, Teacher Selection, Vocational Rehabilitation

This set of thirty-four national standards for vocational education programs in corrections describes a set of ideal conditions in five areas of vocational education program operations within a correctional institution or system. By providing ideals to which existing conditions and objectives can be compared for evaluation purposes, the standards should help corrections personnel establish goals and develop guidelines for programs of occupational training. The standards are grouped into these five areas of program operations: curriculum and instruction (5), students (9), staff (5), organization and administration (11), and physical plant, equipment, and supplies (4). Standards for curriculum and instruction deal with program descriptions, objectives, and methods and procedures. Orientation, placement, evaluation, and follow-up are included under standards related to students. Standards involving staff have to do with selection and preparation, salary, professional growth, business and industry involvement, and evaluation. Organization and administration standards deal with the staffs of advisory boards, committees, and administraton; financial policies; community relations; planning, research, and development; evaluation; and discrimination. Standards dealing with physical plant, equipment, and supplies relate to planning and safety and health conditions. Discussion follows each standard. (This and two other technical reports are included in the final report, ED 151 569.) (YLB).

ED 185 351 CE 024 841

Abram, Robert Schroeder, Paul E.

Vocational Education in Correctional Institutions: Summary of a National Study. National Study of Vocational Education in Corrections. Technical Report No. 3.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—77

Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 ($7.75)

Pub Type—Numerical/Quantative data (110). Reports—Research/Technical (143)

EDRS Price—MF01/PC06 Plus Postage

Descriptors—*Correctional Education, *Correctional Institutions, *Educational Opportunities, *National Surveys, *Prisoners, *Program Descriptions, *Vocational Education, Adolescents, Adults, Counseling Services, Data Analysis, Data Collection, Enrollment, Financial Support, Guidance Programs, Incentives, Individual Characteristics, Job Placement, Participant Characteristics, Participation, Special Programs, Teacher Characteristics, Vocational Rehabilitation, Young Adults

This report presents the data from a national survey which was designed to answer the question, 'What is the status of vocational education in correctional institutions'? The data were collected from 459 institutions (state, federal, military, and jail) which offered vocational education at the time of the survey; the purpose of the survey was to develop a data base for future planning and evaluation. Data are reported in these fourteen sections: facility and inmate characteristics; goals for vocational education programs; enrollments in vocational education programs; age and race of students; shops, equipment, and lesson plans; special needs groups; organization, delivery, and accreditation; expenditures; scheduling; entry requirements, procedures, and incentives; instructional staff characteristics; guidance, counseling, and job placement services; student status after completion of vocational education programs; and program additions, changes, and curtailments. Each section includes a brief narrative highlighting the data presented. Data are tabulated separately for youth and adult facilities in terms of frequencies, percents, and means. Appendixes include identification of the survey population, development of survey forms, and data collection and analysis methodologies. (This and two other technical reports are included in the final report, ED 151 569.) (YLB).

ED 185 373 CE 024 949

Research and Development Projects. 1979 Edition.

Employment and Training Administration (DOL), Washington, D.C. Office of Research and Development

Pub Date—79

Pub Type—Reference Materials—Bibliographies (131). Reports—Descriptive (141)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Employment Programs, *Job Development, *Labor Force Development, *Program Development, *Research Projects, Administrative Policy, Employment Practices, Foreign Countries, Grants, International Relations, Labor Force, Labor Market, Local Government, Program Descriptions, Resource Materials, Socioeconomic Influences, State Programs, Underemployment, Unemployment, Work Attitudes

Projects funded by the Office of Research and Development (ORD) of the Employment and Training Administration are summarized in this document. It includes all projects active on September 30, 1979, and all those completed between July 1, 1976, and September 30, 1979. In addition, it lists reports and other significant publications funded by ORD which were received during the previous two fiscal years. The projects and publications presented in chapters 1 through 4 are grouped by subject matter. The four subject areas and subareas are Program Planning and Administration (Comprehensive Employment and Training Act Agency Planning, Labor Market and Other Information Systems, Agency Capabilities, and Research and Development); Programs and Techniques (Education, Public Employment Programs, Supported Employment, Training and Apprenticeship, Upgrading and Job Restructuring, Welfare Programs, Worker Assessment and Orientation, Other Supportive Services for Workers, and Program for Other Unemployed); Labor Market (Labor Force, Labor Market, Labor Demand—General; Labor Force, Labor Market—Specific Sectors and Cohorts; Employer Practices; and Work Attitudes); Economic and Social Policies. Institutional, doctoral dissertation, and small research project grants are listed separately in chapter 5. Projects supervised by the Department of Labor's Bureau of International Labor Affairs are presented in chapter 6. (LRA).

ED 185 375 CE 024 962

Hoellein, Robert H. Jr

Vocational Administrator's Guidebook: Mainstreaming Special Needs Students in Vocational Education.

Indiana Univ. of Pennsylvania, Indiana

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education

Pub Date—79

Contract—94-9008

Note—131p

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055). Reference Materials—General (130)

EDRS Price—MF01/PC06 Plus Postage

Descriptors—*Disabilities, *Disadvantaged, *Mainstreaming, *Program Development, * *Systems Approach, *Vocational Education, Administrator Guides, Agency Cooperation, Check

Lists, Cost Effectiveness, Flow Charts, Formative Evaluation, Guidelines, Needs Assessment, Program Evaluation, Program Implementation, Resource Materials, School Community Relationship, Special Education, Special Programs, Summative Evaluation

This guidebook presents a systems approach to planning, implementing, and evaluating mainstream programs for special needs learners in vocational education. (The guidebook itself models this system.) It is divided into four sections and numerous subsections (components) in this order: (1) Introduction (to mainstreaming, and the approach), (2) Program Planning (six components), (3) Program Implementation (twelve components), and (4) Program Evaluation (one component). Sections 2-4 comprise the steps required in beginning a new program or improving an existing one. Although they are presented in chronological order, many of the activities from different sections are interrelated and may occur simultaneously in actual practice. Each self-contained section presents a short introduction, recommended activities, and/or guidelines related to the topic. Selected resource materials, including samples, checklists, and flowcharts, are provided to illustrate and expand the concepts, approaches, and guidelines presented. These resource materials are suitable for reproduction. Each section was written to provide users with information on concepts, alternative approaches, and specific content. Flowcharts and/or checklists are included and can be used as administrative check-off sheets for critical steps in the various processes. (YLB).

ED 185 376 CE 024 967

Brower, Sally M.

Effective Mechanisms for Facilitating Coordination of Vocational Education Programs with the Youth Employment and Demonstration Projects Act of 1977. Final Report.

Conserva, Inc. Raleigh, N.C.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—80

Contract—300-78-0583

Note—44p. ; For related documents see ED 181 301 and CE 024 968-971

Pub Type—Reports—Descriptive (141). Reports—Evaluative/Feasibility (142)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Coordination, *Employment Programs, *Methods, *Program Effectiveness. *Vocational Education, Demonstration Programs, Federal Legislation, Federal Programs, Information Dissemination, Program Descriptions, Program Evaluation, Program Improvement, School Business Relationship, Success, Youth Employment, Youth Programs

A study was conducted to analyze effective mechanisms for facilitating coordination of vocational education programs with programs conducted by prime sponsors under the Youth Employment and Demonstration Projects Act of 1977. The project goal was to identify, describe and analyze such mechanisms and to disseminate the results to a nationwide audience. Over 140 programs with exemplary coordination mechanisms were nominated for the study. Analysis of these programs showed the following: vocational education involvement ranged from a limited contractual agreement to deliver services to a full partnership of vocational education and the prime sponsor in planning and service delivery; vocational skills training was made available to Comprehensive Employment and Training Act (CETA) youth on an extended day basis, in regular programs, and in alternative settings; and cooperative vocational education work experience models helped to facilitate the awarding of academic credit. Two regional workshops were held to convey results and provide participants with opportunities to discuss the problems and strategies for coordination. Workshop evaluation results supported the recommendation that state Vocational Education Agencies and state Employment and Training Councils use coordination funds to support similar small workshops in state and local areas. It was recommended that Congress consider passage of a comprehensive youth education and employment act which rationally allocates responsibilities between education and prime sponsors. (Author/BM).

ED 185 377 CE 024 968

Brower, Sally M. And Others

Case Studies of Vocational Education—CETA Coordination: A State of the Art Report, Volume I. Interim Report.

Conserva, Inc. Raleigh, N.C.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—80

Contract—300-78-0583

Note—357p. ; For related documents see ED 181 301 and CE 024 967-971

Pub Type—Information analyses/State-of-the-Art Materials (070). Reports—Descriptive (141)

EDRS Price—MF01/PC15 Plus Postage

Descriptors—*Coordination, *Employment Programs, *Methods, *Program Descriptions, *Vocational Education, Case Studies, Demonstration Programs, Federal Programs, Program Effectiveness, School Business Relationship, Success, Youth Employment, Youth Programs

Identifiers—Comprehensive Employment and Training Act Title IV, Prime Sponsors

This document contains the first volume in a three-volume state-of-the-art report based on a study conducted to identify and analyze the effective mechanisms for facilitating coordination of vocational education programs with Comprehensive Employment and Training Act (CETA) Title IV youth programs. Included in this volume are 111 case studies of programs demonstrating exemplary coordination mechanisms. These case studies are divided into three sections: (1) Coordinated Vocational Education—Title IV Programs; (2) Coordinated Vocational Education—CETA Programs; and (3) Coordinated Programs between Vocational Education and other employment and training service providers. Each program description includes title, location, educational agency, prime sponsor, funding, in-kind contribution, target groups, and contact person. The text of the case studies include program overview, role of vocational education, prime sponsor involvement, and program activities organized by six activity/service areas. The programs are indexed by major funding source(s), by major target groups served, urban/rural designation of program locations, prime sponsor types, federal region, educational agency, and educational facility type. (BM).

ED 185 378 CE 024 969

Brower, Sally M.

Mechanisms for Vocational Education—CETA Coordination: A State of the Art Report, Volume II. Interim Report.

Conserva, Inc. Raleigh, N.C.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—80

Contract—300-78-0583

Note—99p. ; For related documents see ED 181 301 and CE 024 967-971

Pub Type—Information analyses/State-of-the-Art Materials (070). Reports—Descriptive (141)

EDRS Price—MF01/PC04 Plus Postage

Descriptors—*Coordination, *Employment Programs, *Methods, *Models, *Vocational Education, Demonstration Programs, Federal Programs, Program Effectiveness, Program Improvement, School Business Relationship, Youth Employment, Youth Programs

Identifiers—Comprehensive Employment and Training Act Title IV, Prime Sponsors

This document is the second volume of a three-volume state-of-the-art report based on a study conducted to identify and analyze the effective mechanisms for facilitating coordination of vocational education programs with Comprehensive Employment and Training Act (CETA) Title IV youth programs. Included in this volume is a distillation of information from the first volume (CE 024 968), which contains descriptions of 111 coordinated programs, funded primarily under Title IV. The introduction found in chapter 1 presents the background information on the study. The second chapter synthesizes the major approaches to vocational education-prime sponsor coordination into three models: service delivery model, administrative model, and full program coordination model. Chapter 3 discusses the mechanisms that appear to be representative of the kinds of generic things that are happening in the field. These mechanisms are classified by the following six activity/service areas which guided the nominations of the programs: administrative affairs and outreach, assessment, counseling, and supportive services. The fourth and final chapter presents conclusions about the nature of vocational education-CETA coordination activities under Title IV and activities necessary to improve and sustain vocational education-CETA coordination. (BM).

ED 185 379 CE 024 970

Drewes, Donald W.

The Context of Vocational Education—CETA Coordination: A State of the Art Report, Volume III. Interim Report.

Conserva, Inc. Raleigh, N.C.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—80

Contract—300-78-0583

Note—112p. ; For related documents see ED 181 301 and CE 024 967-971

Pub Type—Information analyses/State-of-the-Art Materials (070). Reports—Research/Technical (143)

EDRS Price—MF01/PC05 Plus Postage

Descriptors—*Coordination, *Employment Programs, *Influences, *Program Effectiveness, *Vocational Education, Demonstration Programs, Federal Programs, Methods, Program Improvement, School Business Relationship, Youth Employment, Youth Programs

Identifiers—Comprehensive Employment and Training Act Title IV, Prime Sponsors

This document is the third volume of a three-volume state-of-the-art report based on a study conducted to identify and analyze the effective mechanisms for facilitating coordination of vocational education programs with Comprehensive Employment and Training Act (CETA) Title IV youth programs. Included in this volume is an analysis of the contextual factors and forces that impinge upon the genesis and evolution of cooperative mechanisms. The objective of this report is to identify major contextual forces, to trace their impact on coordination, and to offer recommendations for the strengthening of those with positive impact and for the neutralization of those with negative influence. The introduction found in chapter 1 presents background information on the study. The second chapter discusses major historical factors influencing the development of coordinative mechanisms. In chapter 3, structures and processes impacting on vocational education are examined in terms of their impact upon coordination. The analysis presented in chapter 4 examines the structures and processes impacting on CETA prime sponsors in terms of their effect upon coordination. Finally, chapter 5 presents recommendations that will increase the likelihood of coordination effort between vocational education and CETA. (BM).

ED 185 387 CE 024 986

Status of Vocational Education in FY 1978. A Report to the Congress by the U.S. Commissioner of Education.

Office of Education (DHEW), Washington, D.C.

Pub Date—79

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC09 Plus Postage

Descriptors—*Federal Legislation, *National Programs, *Program Effectiveness, *State Programs, *Vocational Education, Displaced Homemakers, Educational Cooperation, Educational Legislation, Educationally Disadvantaged, Enrollment, Evaluation, Expenditures, Federal Programs, Minority Groups, Nontraditional Occupations, Postsecondary Education, Program Evaluation, Resource Allocation, School Business Relationship, Secondary Education, Sex Discrimination, Sex Fairness, Sex Stereotypes

Identifiers—Management Evaluation Review Compliance Quality, State Advisory Councils, Vocational Education Amendments 1976, Vocational Education Data Reporting Accounting

Covering 1978, the first year that vocational programs and related activities were supported under P.L. 94-482, this report describes the impact for each section of the Vocational Education Amendments of 1976 on the growth and development of vocational and technical education. Materials, divided into two sections on state vocational and national programs, are presented in the same order that they appear in the act to provide easy access. These results are reported: an all-time high total enrollment, increased male and female enrollment in nontraditional vocational programs, increased enrollment of disadvantaged and minority students, nearly 2,250,000 program completers at all levels, and appropriations and expenditures for vocational education totaling over 5.6 billion dollars. These other specific topics are emphasized: expansion of state advisory councils on vocational education for broader representation of business, labor, educational, and minority interests; states' assessment by Management Evaluation Review for Compliance Quality; implementation of displaced homemaker programs; and development and operation of a Vocational Education Data Reporting and Accounting System. (YLB).

ED 185 395 CE 025 043

Richardson, Patricia B. And Others

A Bibliography for Sex-Fair Vocational Education.

Western Kentucky Univ. Bowling Green. Center for Career and Vocational Teacher Education

Spons Agency—Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education

Pub Date—79

Pub Type—Reference Materials—Bibliographies (131). Reference Materials—Directories/Catalogs (132)

EDRS Price—MF01/PC05 Plus Postage

Descriptors—*Nondiscriminatory Education, *Nontraditional Occupations, *Reference Materials, *Sex Bias, *Sex Fairness, *Vocational Education, Audiovisual Aids, Bibliographies, Books, Career Education, Careers, Citations References, Doctoral Dissertations, Females, Guidance, Instructional Materials, Males, Periodicals, Reports, Sex Discrimination, Sex Stereotypes

This bibliography was compiled in an attempt to provide resources for vocational educators to use in understanding, interpreting, and incorporating methods for the total elimination of sex discrimination, sex bias, and stereotyping in their daily classroom activities. The bibliography is organized into eight topic areas: (1) Developing Sex-Fair Vocational Education, (2) Eliminating Sexism in Language and Instructional Materials, (3) How Sex Bias Affects Men, (4) Men and Women in Nontraditional Careers, (5) Reference Materials, (6) Sex Equality Organizations, (7) Sex Fair Counseling in Guidance and Career Education, and (8) Ways of Eliminating Sexism in Schools. Within each topic area, the entries are alphabetized by title under the following categories: audio-visuals, books, dissertations, periodicals, reports, and miscellaneous. The final section of the bibliography contains a list of publishers. (LRA).

ED 185 408 CE 025 119

Jipp, Lester F. And Others

Priority Concerns of Five Groups Involved in Experiential Education Programs. Learning in Work Research Program. Technical Report.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—OSU-R&D-Ser-195

Pub Date—80

Contract—OB-NIE-G-78-0111; OB-NIE-G-78-0211

Note—153p. ; For related documents see CE 024 777 and CE 024 779-781. Parts of the appendices are marginally legible

Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 ($5.50)

Pub Type—Reports—Research/Technical (143). Numerical/Quantative data (110)

EDRS Price—MF01/PC07 Plus Postage

Descriptors—*Experiential Learning, *Program Improvement, *Student Attitudes, *Teacher Attitudes, *Work Experience Programs, Administrator Attitudes, Employer Attitudes, High Schools, Parent Attitudes, Program Development, Questionnaires, School Community Relationship, Surveys

To determine programmatic concerns to aid in the establishment or expansion of experiential education programs, a study gathered data by use of a mail questionnaire sent to nineteen experiential education programs in California, Florida, Massachusetts, and Ohio. The five constituent groups sampled were students, teachers/administrators, program coordinators in schools with experiential education programs, worksite supervisors, and parents. Based on a review of the literature, nine clusters of concern were identified as programmatic dimensions of experiential education: (1) goals and objectives; (2) school; (3) placements; (4) worksite supervisors; (5) staff; (6) students; (7) parents; (8) evaluation; and (9) community school interface. These clusters formed the basis for the development of items to be included in the questionnaire. Priority concerns for each group were analyzed according to characteristics of the respondent group and the programs they represent, and ways to increase the likelihood of program success based on the information were suggested. Significant concerns were revealed in a number of areas; for example, girls place greater priority on the aspects of their community placement than boys, and worksite supervisors generally consider their role extremely important to the workplace. Questionnaires and data are included. (Author/MEK).

ED 185 410 CE 025 133

Development of a Plan for Research, Development and Instruction in Adult Vocational Education. Final Report.

Illinois Univ. Urbana. Dept. of Vocational and Technical Education
Spons Agency—Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education
Pub Date—79
Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055). Information analyses/State-of-the-Art Materials (070)
EDRS Price—MF01/PC11 Plus Postage
Descriptors—*Adult Vocational Education, *Coordination, *Educational Planning, *Relevance Education, *Statewide Planning, Agency Cooperation, Articulation Education, Career Change, Community Education, Cooperative Programs, Delivery Systems, Demonstration Programs, Educational Development, Educational Research, Enrichment Activities, Improvement, Individual Needs, Institutional Cooperation, Job Training, Needs Assessment, Occupational Mobility, Program Development, Promotion Occupational, Reentry Workers, Retraining, Underemployment, Unemployment
Identifiers—Illinois

This report of a project to begin to develop a plan for research, development, and instruction in adult vocational education in Illinois has two specific goals: (1) to identify the current status of adult vocational education in Illinois and (2) to recommend key directions for state actions. It presents information collected through a comprehensive review of literature supplemented by interviews with key individuals involved in adult vocational education in Illinois and by information obtained from adults with a need for vocational education. Following an introductory section and another discussing the current status of adult vocational education, major groups of adults who need and could benefit from vocational education are considered individually in five sections. These groups consist of adults who are (1) seeking to upgrade occupational skills for purposes of occupational maintenance or advancement, (2) planning or undertaking a mid-life career change or re-entering the paid work force after an extended absence, (3) unemployed and/or underemployed, (4) seeking vocational education for avocational purposes. Each section describes problems encountered in delivering vocational education to each of these groups, identifies exemplary programs and available opportunities for each group, and makes recommendations for action concerning delivery of vocational education to each group. (YLB).

ED 185 413 CE 025 147

Guidelines for the Creative Use of Biased Materials in a Non-Biased Way.

Women on Words and Images, Princeton, N. J.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.
Pub Date—79
Contract—300-76-0460
Note—10p
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01/PC01 Plus Postage
Descriptors—*Instructional Materials, *Sex Bias, *Vocational Education, Guidelines, Language, Sex Role, Sex Stereotypes, Teaching Guides, Teaching Methods

Intended to aid vocational education teachers in recognizing and dealing with sex biases contained in classroom materials, guidelines are offered to help the teacher deal with sexist language, roles, portrayal of personal traits, and illustrations. It is suggested, for example, that teachers point out sex-biased statements and discuss with students the perceptions they evoke or discourage. Guidelines for dealing with sex biased language deal with masculine generic forms and pronouns, gender nouns that denote occupations, inconsistencies, disparaging words (e. g. 'the cute secretary'), and avoidance of reference to gender. Suggestions for dealing with roles address the topics of stereotypical occupational roles, inconsistencies in presenting occupational roles, leadership roles, tokenism, and social roles. Biased portrayal of physical attributes and personal traits are discussed as are omissions, subordinate roles, tokenism, and physical portrayals in illustrations. (MEK).

ED 185 416 CE 025 174

Wysong, H. Eugene

Reducing Career Barriers Resulting from Sex Role Stereotyping. A Self-Intervention Manual for School Personnel.

Ohio State Dept. of Education, Columbus. Div. of Guidance and Testing
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—79
Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055). Tests, Questionaires, Evaluation instruments (160)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Self Evaluation Individuals, *Sex Bias, *Sex Fairness, *Sex Role, *Sex Stereotypes, Behavior Change, Careers, Check Lists, Expectation, Interpersonal Relationship, School Personnel

Utilizing a personal, conversational writing style, this self-intervention guide for school personnel is designed (1) to facilitate one's thinking about one's personal expectations and behaviors which might be influenced by sex role stereotyping, and (2) to change one's behaviors that might create barriers to students' career choice or development. Through a series of personal reflections, checklists, short answer exercises, and assignments, the guide helps its reader explore past cultural experiences; personal views about sex roles in employment, decision making and basic ability levels; communication patterns with students; and barriers to sex equity in one's own school. (MEK).

ED 185 423 CE 025 189

Smith, Amanda J. Farris, Charlotte J.

Pioneering Programs in Sex Equity: A Teacher's Guide.

American Vocational Association, Washington, D.C.
Pub Date—80
Available from—Special Publications, American Vocational Association, 2020 N. 14 St. Arlington, VA 22201 (Order No. 10180, $6.00; Discounts for quantity orders)
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Attitude Change, *Equal Education, *Program Development, *Sex Bias, * *Sex Fairness, Career Education, Instructional Materials, Learning Activities, Postsecondary Education, Secondary Education, Sex Discrimination, Social Change

Background information and suggested activities or classroom strategies on sex equity are presented for use by teachers in various settings. Suggested applications include use by vocational or academic teachers, counselors, and teacher educators with students, parents, and advisory or community groups. Adaptation to a district plan or staff development inservice training are also suggested. ('Pioneering' is defined as entering fields previously identified with the other sex.) Chapter titles and selected sub-topics are Twentieth Century Pioneers (What is Sex Equity? Overcoming Barriers); The Teacher's Role in Sex Equity; Sex Bias in Well-Intended Behavior; Sex Bias in Language; Sex Bias in Instructional Materials; The Changing Work Force and Family: A Quiz; Family Structure and Values: Discussions and Projects; Case Studies: A Teaching and Discussion Technique; Encouraging Enrollment of Pioneering Students; Successful Pioneering (Culture Shock on the Job, Expanded Courtesy and Humor); Reaching the Community (Seeking Parental Support, Supporting Pioneer Graduates); and Development Your Personal Plan (Identifying Opportunities to Build Trust, Measuring Success). (MEK).

ED 185 424 CE 025 192

Selz, Nina Jones, Joan Simon
Adult Learning: Implications for Research and Policy in the Eighties. A Symposium. Information Series No. 194.
Ohio State Univ. Columbus. National Center for Research in Vocational Education
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—79
Contract—NIE-G-78-0211
Note—48p
Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 ($3.25)
Pub Type—Collected Works—Proceedings (021). Collected Works—Serials (022). Opinions/Personal Viewpoints/Position Papers/Essays (120)
EDRS Price—MF01/PC02 Plus Postage
Descriptors—*Adult Education, *Adult Learning, *Educational Policy, *Educational Research, Conferences

Themes and thoughts (rather than a literal transcription of proceedings) are presented on a symposium held in November, 1979, on the research, policy, and practice of adult learning. Participants were federal officers, adult education professors, researchers in business and education, and policy developers. The symposium was organized around four major areas: (1) current events in adult education; (2) issues concerning the translation of research into practice; (3) policy implications; and (4) the future of adult learning. Each area was addressed by a panel with comments from the audience. The document is divided into three parts: the symposium and a general overview, the main meeting discussion summaries, and specific recommendations and written reactions to the meeting. Names and addresses of the participants are appended. (MEK).

ED 186 578 CE 021 469
Harrington, Lois G. And Others
Competency-Based Staff Development: A Guide to the Implementation of Programs for Post-Secondary Occupational Personnel.
Ohio State Univ. Columbus. National Center for Research in Vocational Education
Spons Agency—Office of Education (DHEW), Washington, D.C. Ohio State Dept. of Education, Columbus. Div. of Vocational Education.
Pub Date—78
Contract—G05-77-00149
Note—213p.; For a related document see ED 170 597
Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01/PC09 Plus Postage
Descriptors—*Competency Based Teacher Education, *Program Implementation, *Staff Development, *Vocational Education, Demonstration Programs, Guidelines, Postsecondary Education, Program Administration, Program Development, Vocational Education Teachers

Divided into ten chapters, this document provides for implementing a competency-based staff development (CBSD) program for postsecondary occupational instructors. It also provides case examples of two exemplary CBSD postsecondary programs. Chapter 1 contains an introduction to CBSD programs. Chapter 2 discusses the competency identification process. The steps in conducting a needs assessment are presented in the third chapter. In chapter four information is presented concerning the development of professional growth plans. The fifth chapter examines the role of the resource person in CBSD programs, and chapter 6 examines the selection and development of CBSD materials and other resources. Alternative implementation procedures are presented in chapter 7. Procedures involved in managing a staff development program are presented in chapter 8, while chapter 9 provides information for planning the orientation of personnel. The final chapter examines the evaluation of the staff development program. The following information is appended: a review of the literature on personnel development needs of postsecondary vocational-technical teachers; an annotated bibliography of resources for CBSD programs; a master list of categories and performance elements; competency areas identified as relevant to postsecondary instructors; and a selected bibliography. (BM).

ED 186 597 CE 022 966
Hogue, Ken
Identification and Analysis of Emerging Occupations in Marketing and Distributive Education. Final Report.
Texas A and M Univ. College Station. Dept. of Industrial Education
Spons Agency—Texas Education Agency, Austin
Pub Date—79
Pub Type—Reports—Research/Technical (143)
EDRS Price—MF01/PC06 Plus Postage
Descriptors—*Distributive Education, *Distributive Education Teachers, *Marketing. *Occupational Information, *Occupations, Careers, Occupational Surveys, Secondary Education, State Surveys, Student Employment
Identifiers—Emerging Occupations, Texas

A study was conducted to identify new and emerging jobs in marketing and distributive education. Two job survey booklets were constructed and used to collect job information from 397 businesses and 318 distributive education coordinators in Texas. Additional investigations were made to determine if coordinator's background or school location was related to the jobs where coordinators placed students for training. As a result of the surveys, over one hundred jobs were identified as new and emerging. These jobs were further investigated to develop job descriptions and employment requirements for each. In addition, it was found that the work experience of coordinators influences their placement activities and who they talk to about distributive education placement. Demographic and background data collected indicated that 52 percent of the coordinators are located in schools in low or lower to middle income communities. Also, 20 percent of the coordinators reported that 45 percent of their students are enrolled in distributive education to supplement family income. (LRA).

ED 186 607 CE 023 641
Hurwitz, Alan
Bilingual Vocational Instructor Training. Information Series No. 201.
Ohio State Univ. Columbus. National Center for Research in Vocational Education
Pub Date—80
Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd. Columbus, OH 43210 ($3.25)
Pub Type—Information analyses/State-of-the-Art Materials (070)
EDRS Price—MF01/PC02 Plus Postage
Descriptors—*Bilingual Teachers, *Teacher Education, *Teacher Role, *Teaching Skills, *Vocational Education Teachers, Bilingual Education, Educational Legislation, Federal Legislation, Postsecondary Education, Program Design, Secondary Education, Teacher Certification, Vocational Education

This report discusses the background, needs, and major issues in preparing bilingual vocational instructors. Following a brief discussion of the significance of bilingual vocational instructor training, the second section uses statistics in describing potential recipients of bilingual vocational education and discusses the growth of bilingual education activities to serve them. In separate sections legislative developments that have influenced bilingual education are analyzed and bilingual vocational programs currently in progress for which instructors are needed are overviewed. The major section of the report focuses on the training of these instructors through (1) a conceptualization of the role itself (including bilingual, vocational, and instructional aspects), (2) an overview of eight significant training efforts nationwide, and (3) a discussion of issues involved in designing training, programs, such as basic approaches of training programs, competencies needed by the instructors, certification, career objectives, and language skill. (YLB).

ED 186 608 CE 023 643
Long, Thomas E.
Basic Mathematics Skills and Vocational Education. Information Series No. 199.
Ohio State Univ. Columbus. National Center for Research in Vocational Education
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.
Pub Date—80
Contract—300-78-0032

Note—34p

Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd. Columbus, OH 43210 ($2.80)

Pub Type—Information analyses/State-of-the-Art Materials (070)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Basic Skills, *Career Education, *Education Work Relationship, *Mathematics, *Skill Development, *Vocational Education, Competence, Computation, Curriculum Development, Disabilities, Females, Individualized Instruction, Integrated Curriculum, Metric System, Public Opinion, Public Support, Relevance Education

This review and synthesis focuses on issues concerning the relationship between basic mathematics competency and vocational education. A section which outlines the problem—the lack of basic competency in computational skills in youth and adults—discusses the work of the National Assessment of Educational Progress to evaluate student performance and declining scores on Iowa Tests of Basic skills and California Achievement Tests. Support for remedying skill deficiencies is described as coming from implementing career education in the mathematics classroom and the public's support of increased emphasis on careers in high school as shown by the Phi Delta Kappa based on Gallup Polls of Public Attitudes Toward Education. A section that makes special note of the problem of defining 'basic skills' suggests that skills can be specified only as being basic when that to which they are basic is specifically stated. The need for vocational educators to search for and specify the mathematical applications that underlie vocational emphasis is briefly considered. The section following provides examplars of the varied approaches of mathematics and vocational educators to the issues of mathematics in vocational curricula, individualization, metrication, and instruction for special needs groups. Concluding lists of observations and recommendations summarize the information presented in the monograph. (YLB).

ED 186 609 **CE 023 645**

Hu, Teh-wei

Studies of the Cost-Efficiency and Cost-Effectiveness of Vocational Education. Information Series No. 202.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—80

Contract—300-78-0032

Note—30p

Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd. Columbus, OH 43210 ($2.35)

Pub Type—Information analyses/State-of-the-Art Materials (070)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Cost Effectiveness, *Educational Research, *Program Costs, *Research Needs, *Vocational Education, Educational Finance, Financial Policy, Resource Allocation

This review and synthesis of research focuses on studies of cost-effectiveness of vocational education. This paper represents an overview of the state of the art and includes (1) a review of the current conceptual and empirical problems of conducting a cost-efficiency or cost-effectiveness study of vocational education; (2) a review of the major findings of past studies of vocational education with special emphasis on the studies since 1970; (3) suggestions for future research on cost-efficiency and cost-effectiveness of vocational education. The author deals only with traditional, in-school secondary vocational programs and postsecondary vocational education programs, not cooperative educational and manpower training programs. (BM).

ED 186 617 **CE 024 594**

Bernstein, Joan D.

Exploring Role Options: A Guide for Eliminating Sex Stereotyping in Home Economics.

Montclair State Coll. Upper Montclair, N.J.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education

Pub Date—79

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Curriculum Development, *Home Economics, *Sex Fairness, *Sex Stereotypes, *Student Recruitment, *Teaching Methods, Bulletin Boards, Career Awareness, Change Strategies, Females, Language, Males, Program Implementation, Secondary Education, Sex Bias, Sex Role, Teacher Behavior, Teacher Influence, Teaching Guides, Textbook Bias, Textbook Evaluation

This handbook is intended as a guide to planning and implementing a home economics curriculum free from sex-role stereotyping that prepares male and female students to cope with their changing roles in society. Section 1, Overcoming Sex Stereotyping, provides a checklist (for assessing classroom activities) and necessary definitions. Teaching for Expanded Roles (section 2) discusses building curriculum, student outcomes, the teacher as model, and steps to eliminating sex-role stereotyping from the curriculum. Topics in section 3, Implementing a Sex Fair Program, include sex-fair language, recruitment, and writing brochures. Bulletin Board Ideas (section 4) gives general suggestions as well as specific ideas for these themes: family relationships/child development, foods/nutrition, housing/equipment, clothing/textiles, and consumer/management. A final section, Educational Strategies for Expanding Role Options, presents examples for learning opportunities found useful in coed home economics classes for expanding role options, and suggestions for career awareness activities. Evaluating resource materials and using sex-stereotyped and -biased materials are also discussed. (YLB).

ED 186 618 **CE 024 649**

Banathy, Bela H. And Others

Implementing Career Education for Native American Students. A Guide. Native American Career Education Demonstration Project.

Far West Lab. for Educational Research and Development, San Francisco, Calif

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—79

Contract—G007802031

Note—146p. ; Some pages with small type will not reproduce well. For related documents see CE 024 650-652, ED 147 593-607, ED 163 226, and ED 167 775

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01/PC06 Plus Postage

Descriptors—*American Indian Education, *American Indians, *Career Education, *Program Development, *Program Implementation, Administrator Guides, Demonstration Programs, Program Descriptions, Program Design, Program Guides, Surveys

Identifiers—Education Amendments 1974

This guide is intended to serve as a resource for school, project, and/or community people in implementing a career education program for their Indian students. The guide is divided into four chapters, followed by an annotated bibliography. The first chapter describes the conditions and resources needed to start developing a program and how to acquire them. In the second chapter, the activities involved in designing and implementing a pilot project are discussed. The third chapter talks about program expansion, including formative evaluation, while the fourth chapter is concerned with how to maintain and disseminate a fully-developed program. Each chapter begins with an analysis of the basic activities and procedures that take place during that phase, follows with a discussion of each step (illustrated by examples), and concludes with a review of essential points. Native American career education surveys for the community and for students are appended. (LRA).

ED 186 619 **CE 024 650**

Banathy, Bela H. Studebaker, Diana P.

A Demonstration Project in Native American Career Education. Final Performance Report.

Far West Lab. for Educational Research and Development, San Francisco, Calif

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—79

Contract—G007802031

Note—156p. ; Appendix materials will not reproduce well due to poor print quality. For related documents see CE 024 649-652, ED 147

593-607, ED 163 226, and ED 167 775
Pub Type—Reports—Descriptive (141)
EDRS Price—MF01/PC07 Plus Postage
Descriptors—*American Indian Education, *American Indians, *Career Education, *Program Development, *Program Implementation, Demonstration Programs, Evaluation, Program Descriptions, Program Design, Workshops
Identifiers—Education Amendments 1974

Based on concepts and approaches resulting from the development of a series of Native American Career Education instructional units in a previous project, this project was designed to assist educational staff and Indian community members at four sites to initiate development of career education programs that would use available resources and address their own students' needs. Project activities included gathering information about each site and identifying individuals who would work with the project; designing, developing, and implementing a training workshop in native American career education for educational staff and community members; and evaluating the workshop and trainees' subsequent implementation of career education activities. At the end of the project, each site had a core group of people who had been trained in native American career education, and had made some decisions about the kinds of programs that would meet their needs. The degree to which implementation occurred, and the kinds of activities involved, varied widely from site to site, due primarily to organizational factors. One of the major results of the project was an increased understanding of the conditions which contribute to or inhibit the establishment of native American career education programs. Two major products of the project are the Staff/Community Training Workshop and Implementing Career Education for Native American Students: A Guide. (LRA).

ED 186 620 CE 024 651

Banathy, Bela H. And Others
Native American Career Education Staff/Community Training Workshop. Coordinator's Manual. Native American Career Education Demonstration Project.
Far West Lab. for Educational Research and Development, San Francisco, Calif
Spons Agency—Office of Education (DHEW), Washington D.C.
Pub Date—79
Contract—G007802031
Note—270p. ; For related documents see CE 024 649-652, ED 147 593-607, ED 163 226, and ED 167 775
Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01/PC11 Plus Postage
Descriptors—*American Indian Education, *American Indians, *Career Education, *Multicultural Education, *Program Implementation, *Workshops, Administrator Guides, Background, Counselors, Demonstration Programs, Educational Objectives, Educational Resources, Guides, Program Development, Program Guides, Teachers, Teaching Methods, Transparencies, Units of Study
Identifiers—Education Amendments 1974

This staff/community training workshop handbook was written for teachers, counselors, career education specialists, administrators, and other educational staff; for parents, and Indian community representatives; and for any others who will be providing support for a native American career education program, or who will be actively engaged in developing and implementing it. The workshop consists of four sessions. The first session is devoted to providing participants with a general background in career education content and goals, and helping them begin to identify career education resources which are already available. The second session describes the various groups of people who can be involved in developing and implementing career education. The third session describes methods for teaching career education to native American students, beginning with a series of transparencies illustrating traditional Indian education methods, and goes on to introduce the twelve units in the native American career education program. The fourth session focuses on the pros and cons of strategies which have been used to implement career education in various settings, the basic tasks and stages of development for such a program, the most promising sources of funding, and some basic proposal development skills. Readings for each of the sessions are appended. (LRA).

ED 186 621 CE 024 652

Studebaker, Diana P. Celestine, Diana L.
Native American Career Education Staff/Community Training Workshop. Participant's Handbook. Native American Career Education Demonstration Project.
Far West Lab. for Educational Research and Development, San Francisco, Calif
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—79
Contract—G007802031
Note—152p. ; For related documents see CE 024 649-652, ED 147 593-607, ED 163 226, and ED 167 775
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)
EDRS Price—MF01/PC07 Plus Postage
Descriptors—*American Indian Education, *American Indians, *Career Education, *Multicultural Education, *Workshops, Background, Demonstration Programs, Educational Objectives, Educational Resources, Financial Support, Guides, Learning Activities, Program Development, Program Proposals, Resource Materials, Study Guides, Teaching Methods, Worksheets
Identifiers—Education Amendments 1974

This handbook contains worksheets and information summaries for participants in a workshop designed for developers of native American career education programs. The workshop consists of four sessions, each two to three hours in length. The first session is devoted to providing participants with a general background in career education content and goals, and helping them begin to identify career education resources which are already available. The second session describes the various groups of people who can be involved in developing and implementing career education. The third session describes methods for teaching career education to native American students. The fourth session focuses on the pros and cons of different strategies which have been used to implement career education in various settings, the basic tasks and stages of development for such a program, the most promising sources of funding, and some basic proposal development skills. (LRA).

ED 186 626 CE 024 778

Coleman, Deborah Dye And Others
Youth Transition to Adult Roles: A Preliminary Investigation. Research and Development Series No. 196.
Ohio State Univ. Columbus. National Center for Research in Vocational Education
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—79
Contract—NIE-G-78-0211
Note—55p. ; For related documents see ED 185 323-326 and ED 185 408
Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 ($13.25)
Pub Type—Collected Works—Serials (022). Reports—Research/Technical (143)
EDRS Price—MF01/PC03 Plus Postage
Descriptors—*Education Work Relationship, *Experiential Learning, *Interpersonal Competence, *Work Experience, Adults, Attitude Measures, Communication Thought Transfer, Cooperative Education, Empathy, High Schools, High School Students, Individual Development, Interaction

Based on an assumption that research on the treatment components of experiential education programs is useful in understanding and improving them, a study examined the component of student interaction with adults. Focusing on reference group theory (symbolic interactionism), the conceptual framework of the study is founded upon the assumption that through participation in experiential education programs, students can expand their reference groups by beginning to include co-workers who are adults, thus easing the transition between school and work. Scales developed and used in this study include those examining student perspectives on adults (Empathy, Helpfulness, Communication, Consultation) and selected work setting characteristics (Feedback, Hierarchical and Lateral Interaction, Challenge). Data analysis revealed that the Empathy and Communication scales have high reliability and the potential of discriminating between respondents. Hypotheses were tested by means of a static group comparison design which included 401 students classified by the extent of their work experience. Results indicate that student-adult communication and feedback appear to be important variables which reflect positive interaction. Students with work experience scored significantly higher on communication than those without work experience. However, the grade level of the students and their involvement in extracurricular activities were stronger predictors of the responses on the communication scale. (Author/MEK).

ED 186 629 CE 024 792

Robinson, George A.

Open Entry-Open Exit: A Flexible Approach for Providing Skill Training Needs at AVTS.

Kansas State Dept. of Human Resources, Topeka

Pub Date—80

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Educational Opportunities, *Job Skills, *Nontraditional Education, *Regional Schools, *Training, *Vocational Schools, Classroom Techniques, Feasibility Studies, Federal Programs, Individualized Instruction, Instructional Innovation, Pacing, Postsecondary Education, Skill Development, Staff Development, Vocational Education

Identifiers—Comprehensive Employment and Training Act, Kansas, Open Entry Open Exit

Kansas Balance-of-State, a CETA (Comprehensive Employment and Training Act) prime sponsor explored the possibilities of open entry-open exit in meeting the classroom training needs of clients in area vocational technical schools (AVTS). The change to open entry-open exit was found to involve consideration of flexibility and self-paced, individualized instruction; staff training; and administrative concerns in transitioning. A review of open entry-open exit at institutions in Florida, Minnesota, Missouri, and Nebraska was supplemented by open entry-open exit status information on Kansas community colleges and AVTS. Elements observed in operation were staggered enrollment; student dominance in the classroom-laboratory; need for different curriculum materials and more teaching aids; facility design to provide for large and small group activities, individual study, and laboratory activities; and teacher support. Data showing over one-half of the 1,520 CETA clients in classroom training during 1979 enrolled in institutions other than AVTS and community colleges seemed to indicate that they would enroll in them if space were available following registration. Recommendations included changing AVTS training programs to open entry-open exit and allowing the greatest flexibility for student entry and exit. (YLB).

ED 186 633 CE 024 843

An Assessment of Programs, Services, and Agencies Which Address the Employment Needs of the Displaced Homemaker.

Rutgers, The State Univ. New Brunswick, N.J. Douglass Coll

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education

Pub Date—79

Pub Type—Reports—Research/Technical (143). Reports—Evaluative/Feasibility (142)

EDRS Price—MF01/PC08 Plus Postage

Descriptors—*Displaced Homemakers, *Social Agencies, Adult Education, Career Education, Community Services, Family Programs, Human Services, Postsecondary Education, State Surveys, Vocational Education

Identifiers—New Jersey

To survey displaced homemaker services in New Jersey, questionnaires were mailed to 1,200 agencies. The questionnaire, which requested agency descriptions of organization, general services provided, and educational services available, netted a return response rate of 67%. Of the 685 who returned complete questionnaires, 345 (50%) said it did not apply to their agency. Survey results are organized around 19 agency categories, and data are presented with regard to number and rate of response, type of agency funding, characteristics of staff, services provided, types and number of clients served, and commitment to displaced homemakers. In general, many types of services seem available, but few are directed specifically toward serving displaced homemakers. Many agencies are not aware of who a displaced homemaker is or that her needs differ from those of other clients. Most lacking are services related to getting the displaced homemaker through her crisis period. Coordination of services was not apparent. Suggestions are made pertaining to the development of increased numbers of employment, career development, and counseling services for displaced homemakers. (MEK).

ED 186 635 CE 024 881

Career Education, 1978-79.

Buffington (Thomas) and Associates, Washington, D.C.

Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.

Pub Date—79

Contract—300-78-0237

Note—231p. ; Not available in paper copy due to small print. For a related document see ED 178 721

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-02069-6)

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Guides/Methods/Techniques—Non-Classroom Use (055). Reports—Descriptive (141)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Career Development, *Career Education, *Career Guidance, *Exceptional Persons, *Program Administration, *School Community Relationship, Adult Education, Apprenticeships, Career Awareness, Career Counseling, Career Exploration, Class Activities, Community Resources, Competency Based Education, Cooperative Programs, Coordination, Disabilities, Elementary Secondary Education, Experiential Learning, Federal Programs, Fused Curriculum, Inservice Teacher Education, Internship Programs, Parent Participation, Postsecondary Education, Program Improvement, School Business Relationship, Self Concept, Sex Fairness, Work Experience

Identifiers—Experience Based Career Education

This catalog of materials collected from projects funded for fiscal year 1978 by the Office of Career Education includes ideas and information for educational practitioners and others interested in career education development in elementary, secondary, and postsecondary schools as well as various adult populations. Ninety articles are divided into these four major sections: Classroom (26), Community Resources (24), Counseling and Guidance (21), and Management (19). The narrative section of each article describes the project/program and/or materials and ideas developed and may present representative or sample activities, instructional materials, or unit plans. An "indicator" at the end of the narrative identifies the sources, cities, and states from which the subject matter was taken. "Locator pages" at the end of the catalog list alphabetically by state the names and addresses of all fiscal year 1978 project directors and the titles of each project. An index is provided to allow quick reference to a specific topic. (YLB).

ED 186 636 CE 024 883

Thomas, Hollie B. And Others

Impact of an Educational Program Designed to Assist Women Overcome the Deterrents to Entering Non-Traditional Occupations.

Florida State Univ. Tallahassee

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—80

Contract—G007702136

Note—36p. ; Paper presented at the American Educational Research Association Annual Meeting (Boston, MA, April 11, 1980). Not available in paper copy due to light type

Pub Type—Reports—Evaluative/Feasibility (142). Reports—Research/Technical (143). Speeches, Conferences Papers (150)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Career Choice, *Minicourses, *Nontraditional Occupations, *Program Effectiveness, *Sex Stereotypes, *Womens Education, Aspiration, Attitude Change, Career Development, Employment Opportunities, Females, Individual Power, Occupations, Personality Traits, Role Perception, Self Concept, Sex Bias, Social Attitudes, Social Bias, Surveys, Two Year Colleges, Vocational Education, Work Attitudes

A study determined whether a short-term educational program could be used to help women overcome personal-social barriers to entry into non-traditional occupational preparation programs. Twenty women from each of three community/junior colleges were surveyed using the Survey of Women's Attitudes about Careers (which was also used for posttesting) to determine what the barriers were. A treatment program, based on survey findings, was designed and delivered. The treatment program, which addressed decision making, goal setting, self-knowledge, and awareness of career opportunities, was intended to assist women in overcoming barriers for entry into nontraditional employment and to encourage them to become self-directed in their career development. Posttests and follow-up interviews were used to assess the program's impact by considering (1) changes made by participants as a result of specific goals, (2) application to and problems encountered in apprenticeship and training programs, and (3) degree of support from family and friends. It was concluded that the program did have some impact in assisting women to enter nontraditional occupations by helping them set career goals and change stereotypical attitudes. Participants also reported feeling less deterrence from potential barriers and having more control over their career development. (YLB).

ED 186 640 CE 024 909

Validation of Instrument and Procedures for Evaluating Local Vocational Education Programs.

Kansas State Univ. Manhattan. Dept. of Adult and Occupational Education
Pub Date—78
Pub Type—Reports—Descriptive (141)
EDRS Price—MF01/PC02 Plus Postage
Descriptors—*Evaluation Criteria, *Measurement, *Program Evaluation, *State Standards, *Vocational Education, Postsecondary Education, Program Development, Program Effectiveness, Program Implementation, School Districts, Secondary Education, State School District Relationship, Statewide Planning
Identifiers—Kansas

A project funded through the Kansas State Department of Vocational Education in cooperation with Kansas State University intended to (1) validate and/or modify a set of standards for quality vocational education programs and (2) develop instrumentation and procedures for the evaluation of local programs based on the standards identified and validated. A literature review (including an Educational Resources Information Center search, a Dissertation Abstracts search, and a survey of current evaluation instruments and procedures for other states) was conducted by project coordinators to provide information for a jury composed of representatives of vocational teacher educators, professional vocational organizations, the State Department of Vocational Education, and the State Advisory Council for Vocational Education to evaluate vocational education programs. The project coordinators complied, and the jury refined both a list of criteria for local program evaluation and a set of standards for the selected criteria. The jury clustered the evaluation criteria into the four categories or program planning, execution, support, and results. The evaluation instrument developed would be field tested during 1978-79. (Appendixes, comprising the largest portion of this report, include the criteria for evaluation of vocational education programs and the evaluation instrument and scale.) (YLB).

ED 186 649 CE 024 953

Bushnell, David S.

Articulating with Industry: The Role of Vocational Education in Economic Development.

American Univ. Washington, D.C. School of Business Administration
Pub Date—80
Pub Type—Opinions/Personal Viewpoints/Position Papers/Essays (120). Speeches, Conferences Papers (150)
EDRS Price—MF01/PC01 Plus Postage
Descriptors—*Economic Development, *Job Development, *Regional Planning, *School Business Relationship, *Statewide Planning, *Vocational Education, Business, Cooperative Programs, Coordination, Educational Responsibility, Industry, Labor Needs, Program Development, School Community Relationship, School Role, Work Experience Programs

The United States Department of Education and the American Vocational Association have undertaken a study to define the role of vocational training in job development. The literature and conversations with people involved in job development programs have shown that regional economic growth, including increases in employment, depends on five key elements—money, materials, markets, management, and manpower. Federal legislative actions concerning job creation emphasize job expansion in the private sector. Such measures as job training, tax incentives to employers who hire cooperative education students, and small business management courses have also been suggested. Three kinds of support various regions have used to aid economic development include attracting new industry, revitalizing existing industry, and expanding the economic base. These customized industrial services programs, conducted by a separate agency or a multiple agency design, are organized around the outreach efforts of vocational departments and are linked with business and community. The study just initiated intends to judge the success of state and local job creation and development programs. Suggested strategies for vocational educators to increase the demand for workers include the following: providing cooperative work experience, entering into partnerships with urban or rural renewal agencies to prepare people for jobs in small business or management, and collaborating in customized industrial programs. (YLB).

ED 186 651 CE 024 993

Ashley, William L. Ammerman, Harry L.

Identifying Transferable Skills: A Task Classification Approach.

Ohio State Univ. Columbus. National Center for Research in Vocational Education
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No.—OSU-NCRVE-R&D-Ser-146
Pub Date—78
Contract—C-00-3-0078
Note—87p. ; For related documents see ED 138 834, ED 146 420, ED 146 458, ED 174 809, CE 024 835-836, CE 025 246-247, and CE 024 306
Pub Type—Reports—Research/Technical (143). Reports—Evaluative/Feasibility (142)
EDRS Price—MF01/PC04 Plus Postage
Descriptors—*Classification, *Job Analysis, *Job Skills, *Task Analysis, *Transfer of Training, Data Analysis, Occupational Clusters, Occupations, Questionnaires, Research Methodology

The feasibility of classifying occupational tasks as a basis for understanding better the occupational transferability of job skills was examined. To show general skill relationships among occupations, 5 classification schemes were applied to 50 selected task statements for each of 12 occupations. Ratings by five reasonably knowledgeable people were obtained for the tasks of each occupation. A comparison of the task ratings was conducted to determine the skill components or aspects of tasks that would appear to be similar and could contribute to transfer capability among occupations. Additional exploration was attempted by obtaining overall job ratings, using each classification scheme, for a subsample of four of the occupations. This permitted an examination of the comparability of task-composition versus whole-job bases for identifying the skill components of an occupation. It was concluded that tasks can be individually classified, that at least some classification schemes produce reasonable rater agreement for a wide assortment of types of tasks, and that such classifications can identify different task characteristics. However, there is cause for hesitancy in suggesting further study in more depth and sophistication, due to the conceptually complex and tedious chore for persons asked to rate occupational tasks. Suggestions are made for future studies. Questionnaires (on human attributes, psychological processes, content domains, action processes, and objects of action) are appended along with summary data. (JT).

ED 186 658 CE 025 051

Crosby, Richard K.

A System for Providing Relevant Metrics Education for Vocational Teachers in Kentucky. Final Report.

Louisville Univ. Ky. Dept. of Occupational and Career Education
Spons Agency—Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education
Pub Date—79
Pub Type—Reports—Descriptive (141). Guides/Methods/Techni-

ques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01/PC11 Plus Postage
Descriptors—*Material Development, *Measurement, *Metric System, *Professional Development, *School Business Relationship, *Vocational Education Teachers, Air Conditioning, Auto Body Repairers, Auto Mechanics, Drafting, Educational Innovation, Equipment Utilization, Food Service, Horticulture, Industry, Inservice Teacher Education, Job Skills, Machine Repairers, Machine Tool Operators, Measurement Equipment, Postsecondary Education, Repair, Teacher Improvement, Teacher Workshops, Vocational Education, Welding
Identifiers—Kentucky

A project conducted in four vocational regions of Kentucky developed a system for providing vocational teachers with relevant metrics education and developed and identified materials to support and enhance the system. Ten occupational training areas selected as a focus of the project were air conditioning, auto body, auto mechanics, diesel mechanics, drafting, food service, horticulture, machine shop, small engine, and welding. A needs assessment involved vocational teachers and industry in a cooperative effort to determine what industry was doing about metrics and gained information to develop scale instruments to measure (1) what metric tools and equipment were used and (2) what metric measurements were made in vocational programs and industry. Two additional scales were designed to aid in planning for shop conversion to metrics and to determine individual metric professional development needs. Teacher workshops were conducted to provide awareness experiences and aid in planning for changeover. A metric education course for vocational teachers based on 16 available individualized modules was designed and offered in one region. (Appendixes, amounting to four-fifths of the report, include literature review references, sample scales, workshop materials, and other project-developed or -related materials.) (YLB).

ED 186 663 CE 025 094
Learning by Vocations. Views on Vocational Education by Former High School Students after Five Years of Real-Life Experiences. Summary of a Survey Conducted by the Advisory Council for Technical/Vocational Education in Texas.
Texas Advisory Council for Technical—Vocational Education, Austin
Pub Date—78
Pub Type—Reports—Research/Technical (143). Reports—Evaluative/Feasibility (142). Numerical/Quantative data (110)
EDRS Price—MF01/PC03 Plus Postage
Descriptors—*Educational Assessment, *Outcomes of Education, *Program Effectiveness, *Student Attitudes, *Vocational Education, Followup Studies, Secondary Education, State Surveys
Identifiers—Texas

A Texas study surveyed a sample of senior-level students who were in vocational programs in the 1972-73 school year to (1) identify any gains or advantages from vocational education (other than job-placement) in an occupation related to that training and the salaries earned; (2) identify any unmet educational needs among former vocational students five years out of high school; and (3) examine the match-up of students' actual experiences with their original expectations. Findings based on a 15.4% response rate indicated that the most valuable gains from vocational education were as follows: it is helpful as a learning method; it develops good attitudes toward work; and it prepares you for the first job after high school. Another finding reported was that 28% of the respondents chose either reading, writing, or mathematics as the subject in which they would like most to have additional training. (Appended material includes the survey instruments and summary data tables.) (LRA).

ED 186 666 CE 025 107
Downs, Marguerite And Others
Meeting Guidance Needs of Vocational Education Students. Part I: Assessing the Capacity of the State College and University System to Prepare Future Educators and Counselors Skilled in Vocational Guidance. Part II: A Statewide Assessment of the Guidance and Counseling Support Needs of Vocational Education Students.
Johns Hopkins Univ. Baltimore, Md. Evening Coll
Spons Agency—Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education
Pub Date—80
Pub Type—Reports—Research/Technical (143). Numerical/Quantative data (110). Tests, Questionaires, Evaluation instru ments (160)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Career Guidance, *Counselor Training, *Educational Assessment, *Student Needs, *Teacher Education, *Vocational Education, Career Counseling, Colleges, Counselor Attitudes, Guidance Personnel, Institutional Evaluation, Needs Assessment, Program Effectiveness, Relevance Education, State Surveys, Teacher Attitudes, Universities, Vocational Education Teachers
Identifiers—Maryland

Part 1 of this two-part project assessed the capacity of the state colleges and universities to prepare vocational educators and counselors skilled in vocational guidance. It provided a quantitative analysis of present and needed capacity, a parallel analysis of local district plans for vocational education, and an analysis of occupational trends from national and state sources. Conclusions indicated that colleges and universities train enough counselors, but program standards are not uniform. Teachers need training in guidance skills, and teachers and counselors need to know more about the other's responsibilities. Part 2 surveyed and compared student needs for counseling and vocational guidance services as perceived by students, vocational education instructors, and counselors, and ascertained counselors' needs for professional training. Students indicated a need for help with job placement, courses and grades, and college selection. Professionals felt student needs were in the areas of personal management and interpersonal relationships. Counselors and teachers indicated a need to learn more about special needs students, community resources, job information, and career decision-making skills. Student needs for vocational guidance were frequently found to be inadequately met. (Author/YLB).

ED 186 667 CE 025 112
Miller, Marcia L.
Seminar on Research Coordinating Units in Vocational Education. Coordinating Committee on Research in Vocational Education Seminar Proceedings (December 14, 1979).
Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C. Div. of Research and Demonstration
Pub Date—80
Pub Type—Collected Works—Proceedings (021)
EDRS Price—MF01/PC02 Plus Postage
Descriptors—*Background, *Educational Research, *Futures of Society, *Research Coordinating Units, *Vocational Education, State Agencies, Statewide Planning
Identifiers—Coordinating Committee Research Vocational Educ

This document summarizes the discussions and presentations made at a seminar on Research Coordinating Units (RCUs) held by the Coordinating Committee on Research in Vocational Education (CCRVE) on December 14, 1979. Presentations were made on the following topics: establishment and activities of the CCRVE; historical perspective of the RCUs; result of a survey of RCU directors conducted for the National Institute of Education's Vocational Education Study; and future planning issues. A general discussion concerning the future direction of the RCUs follows the presentations. Appended to this summary are the following items: list of participants; RCU Study—Questionnaire; and a brief summary of the meeting. (BM).

ED 186 668 CE 025 115
Hensley, Gene
Improved Career Education Policies through the Collaborative Efforts of Business, Industry, Labor, Government and Education. A Communications Project. Final Performance Report, October 1 1978, through November 30, 1979.
Education Commission of the States, Denver, Colo
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C. Office of Career Education (DHEW/OE), Washington, D. C.
Pub Date—79
Contract—G007802021
Note—102p. ; For related documents see CE 024 173, ED 163 226, ED 166 542-545, and ED 167 775

Pub Type—Reports—Evaluative/Feasibility (142). Reports—Research/Technical (143)

EDRS Price—MF01/PC05 Plus Postage

Descriptors—*Agency Cooperation, *Career Education, *Institutional Cooperation, *Policy Formation, *School Business Relationship, Coordination, Educational Cooperation, Educational Legislation, Federallegislation, Industry, National Surveys, Public Policy, State Legislation, Statewide Planning, Unions

Identifiers—Education Amendments 1974

To assist states in developing political/educational linkages that are basic to the implementation of career education, a national project was designed with three objectives: (1) to determine the nature and extent of the participation of business, industry, and labor in career education policy development and program implementation in each state, (2) to identify, classify, and report federal and state policies, laws, and regulations that have implications for planning, financing, and implementing career education at state and local levels, and (3) to develop, recommend, and facilitate alternative approaches to strengthening state education policies and legislation through the collaborative efforts of the constituency of the project. Information was collected through interviews with representatives of business, industry, labor, government, and education, and through a mail survey of agencies, individuals, and organizations. A twelve-member task force of nationally recognized experts and leaders of business, labor, industry, education, and government monitored all project activities, made recommendations based on collected data, and encouraged their use by individual constituencies. Four reports of survey findings and the model legislative and policy alternatives developed from their synthesis were published in a series of task force reports and recommendations (see Note). Two additional reports are forthcoming. (An interim performance report is available as CE 024 173.) (YLB).

ED 186 671 CE 025 188

Ott, Mary Diederich And Others

The Identification of Factors Associated with Sex-Role Stereotyping in Occupational Education.

Cornell Univ. Ithaca, N.Y. Inst. for Research and Development in Occupational Education

Spons Agency—New York State Education Dept. Albany. Div. of Occupational Education Supervision

Pub Date—80

Contract—VEA-79-3A-755GS

Note—196p. ; For related documents see ED 163 198 and ED 166 410

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01/PC08 Plus Postage

Descriptors—*Career Choice, *Enrollment Influences, *Nontraditional Occupations, * *Sex Fairness, *Sex Stereotypes, *Vocational Interests, Counselor Attitudes, Enrollment Trends, Parent Attitudes, Secondary Education, Sex Discrimination, Social Discrimination, Student Attitudes, Surveys, Teacher Attitudes

Identifiers—New York

An expanded analysis of factors related to sex-role stereotyping in New York State (which were identified in phase 1) was conducted in the second (final) phase of the project. (See Note for report on phase 1.) Data were collected by surveying occupational education students—generally 11th and 12th graders—in selected programs in the trade, industrial, and service areas; 10th graders in general high school courses; parents; teachers; and counselors. Tenth grade survey results indicated that 33% of boys and 55% of girls considered (although few actually planned to take) nontraditional courses, and ways to encourage nontraditional course choice differed for girls and boys. Surveys of occupational education students showed that fathers were more helpful to boys than girls in traditionally male programs, and students perceived parents' sex-stereotyped attitudes toward programs. Counselor and teacher survey findings indicated all but one of forty-six teachers were in fields traditional for their sexes, most teachers and counselors had not attended sex-equity workshops, 90% felt boys and girls should be encouraged to take nontraditional courses, and a positive association existed between a teacher's personal efforts to increase nontraditional enrollment and presence of nontraditional students in the instructor's classes. (Survey instruments are appended.) (YLB).

ED 186 672 CE 025 194

Mowsesian, Richard

Aging and Work in American Society.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—80

Pub Type—Opinions/Personal Viewpoints/Position Papers/Essays (120). Reports—Descriptive (141)

EDRS Price—MF01/PC04 Plus Postage

Descriptors—*Aging Individuals, *Definitions, *Employment, *Older Adults, *Research Needs, Adult Development, Adult Education, Age, Classification, Financial Needs, Health Needs, Human Resources, Policy Formation, Psychological Needs, Public Policy, Retirement, Social Problems, Volunteers, Work Attitudes

On the premise that researchers, practitioners, and policy makers lack an extensive and systematic examination of the concerns of the aging, this monograph examines American social issues as a context for a functional definition of aging and a taxonomy for use in conducting research. Issues are examined with regard to aging and work in four areas of American society: waste of human resources, retirement, mental health and education. Health care and financial independence emerge as major concerns. Focus is on the context of social welfare versus self-help approaches and the need for more precise ways to describe the population. A functional definition is proposed in which an aging index is derived from measures of physical status, psychological well-being, economic stability, socialization, life satisfaction, and chance factors. A taxonomy of work and aging is then outlined which presents a systematic way to identify and state researchable questions concerning various groupings of older persons and the work conditions which may provide available work options for them. The taxonomy assumes that people experience the aging process differently, that the aging process is developmental, and that people operate at functionally different levels of ability and efficiency, and that people regardless of age, at different points in time and for different reasons, have needs for paid and/or unpaid work activities and associations. A final section presents implications for federal policy on aging, retirement, mental health, and education calling for major research efforts to bring clarity to the issues raised. (JT).

ED 186 673 CE 025 195

Seckendorf, Robert S.

The Organization, Structure and Financing of Vocational Education: 1987.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—79

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01/PC05 Plus Postage

Descriptors—*Costs, *Enrollment Projections, *Financial Support, *Futures of Society, *Vocational Education, Economic Factors, Educational Finance, Enrollment Influences, Expenditure Per Student, Federal Aid, Federal Legislation, Government Role, Government School Relationship, Labor Force, Long Range Planning, Organization, Population Trends, Prediction, Social Influences, State Aid, State Federal Aid

A study identified forces and factors that may emerge and influence the future of vocational education. While states may vary structure, organization, extensiveness, and resulting impact, the basic purpose of vocational education continues to be preparation for work. It also has the broad goals of the larger education system to be responsive to constantly changing social requirements. Past national influences have included federal legislation separating it from education in general by selective financing and emphasis on special populations. Critical factors in its future organization and structure are population trends and nature of the labor force. Considering available financial resources and economic pressures, possible enrollment is predicted to be lower at the secondary level, higher at the postsecondary. Possible cost predictions range from $4.35 billion (1976 level) to $5.25 billion, with federal funds representing (still) 10.9%. Past federal financial support has primarily been distributed by population. Federal shares of financial vocational education must be increased to equalize cost, which then would allow states to increase support for new or expanded programs for other groups. The federal government must also consider the states' ability to support vocational education and the need for additional funds to provide for special needs groups. (YLB).

ED 186 674 CE 025 196

Barnes, Keith D.

The Appraisal of School Guidance and Counseling Services in the Urban Schools.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—80

Pub Type—Tests, Questionaires, Evaluation instru ments (160). Reports—Evaluative/Feasibility (142)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Evaluation Criteria, *Guidance Programs, *Program Effectiveness, *School Guidance, *Self Evaluation Groups, Administrative Policy, Career Education, Consultation Programs, Counseling Services, Counselors, Educational Philosophy, Facilities, Financial Support, Guidance Objectives, Guidance Personnel, Information Services, Organizational Effectiveness, Personnel Evaluation, Program Development, Program Evaluation, Referral, School Counseling, Secondary Education, Student Placement, Urban Schools

This resource booklet contains an operational appraisal instrument for use in evaluating the program effectiveness of secondary school guidance and counseling activities. It first presents criteria for exemplary guidance programs, which form the basis for the evaluation. Program areas appraised by this instrument include philosophy and objectives, guidance staff (professional, related professional, counselor-support, and clerical personnel), program (responsibilities, appraisal services, personal-social and educational-occupational information services, consultative and referral services, orientation and educational placement, counseling services, program development), facilities and provisions, and financial support. A scoring and weighing sheet is provided. Users obtain a quantitative measurement of a guidance and counseling program's strengths and identify areas in need of improvement. (The study that developed this document is reported in CE 024 197.) (YLB).

ED 186 675 CE 025 197

Barnes, Keith D.

The State of Urban School Guidance and Counseling in the Major School Districts of America.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—80

Pub Type—Information analyses/State-of-the-Art Materials (070). Reports—Research/Technical (143)

EDRS Price—MF01/PC10 Plus Postage

Descriptors—*Career Guidance, *Pupil Personnel Services, *School Guidance, *State of the Art Reviews, *Urban Schools, Career Counseling, Career Education, Community Influence, Delivery Systems, Environmental Influences, Family Influence, Guidance Programs, National Surveys, Program Improvement, Public Schools, School Community Relationship, School Counseling, Secondary Education, Urban Areas, Urban Youth

Identifiers—United States

A comprehensive analysis of the state of school guidance and counseling emphasizing career guidance and counseling involved a literature search, compilation of current educational statistical data, a national survey of large city career counseling services, visitations and direct communication with school guidance personnel, and interviews with leaders in the field. Factors in the home, school, and community which influence urban youth were identified. Reform of past practices emphasizing special needs and college-attendance-related job functions was recommended to respond to the varied services demanded from and limited funds available to counselors today. Although they are sound, existing models for delivery of career counseling were considered dependent on accurate student needs and self-understanding information. An alternate method incorporating community involvement was suggested. A survey of the 112 largest public school systems produced information indicating that career guidance and counseling services in urban schools (1) are not properly funded; (2) lack adequate supplies, resources, and personnel; (3) need to develop models to improve services; (4) need to establish operational professional roles and function statements; (5) are facing pressure to add more duties despite staff shortages; (6) require more intensive inservice training and skill development experiences; and (7) must improve their communication skills with school staff and the community. (The survey instrument is appended. See Note for needs assessment, operations evaluation instruments, and model and delivery system.) (YLB).

ED 186 676 CE 025 198

Barnes, Keith D.

A Model for Urban School Career Counseling Services.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—80

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Career Guidance, *Community Resources, *Program Design, *Program Development, *Program Implementation, *Urban Schools, Career Counseling, Cooperation, Counseling Services, Counselor Role, Delivery Systems, Facilities, Financial Support, Guidance Personnel, Guidance Programs, Models, Parent School Relationship, Program Evaluation, School Community Relationship, Urban Areas

This aggregation model for urban school career counseling services presents a systematic alternative to those career guidance and counseling strategies presently in place in urban schools. Its purpose is to facilitate collaborative efforts by school staff, parents, students, and the community in building career guidance and counseling sevices based in the school yet drawing upon the rich human and material resources of the urban area. The career counseling model, presented in both graphic and narrative forms, involves four stages (47 components): planning (13), design (19), implementation (9), and evaluation (6). The narrative section defines the components and describes the role which personnel, financial resources, facilities, and other support systems play in the career counseling process. The establishment of an aggregation of career counseling sponsors, including the local school district, state education department, counselor education institution, and professional organizations is required to implement this model. (The study which developed this document is reported in CE 025 197.) (YLB).

ED 186 677 CE 025 199

Barnes, Keith D.

Assessing and Improving School Communications: A Handbook for Staff Development.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—80

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Group Dynamics, *Needs Assessment, *Organizational Communication, *Publicity, *School Community Relationship, *Urban Schools, Career Education, Committees, Communication Thought Transfer, Communication Skills, Educational Needs, Educational Objectives, Group Discussion, Mass Media, Meetings, Parent School Relationship, Participation, Program Evaluation, Public Relations, School Publications, Secondary Education, Staff Development, Teamwork

This handbook for urban school staff provides guidelines and resource materials for implementing school needs assessment and communicating information about programs, services, and events in the school district to the community. It presents field-tested methods which have been utilized in a number of the largest public school districts. Part 1, on the topic of establishing and conducting a school needs assessment summarizes the eight major procedures that should be followed in conducting a needs assessment. It also contains suggested materials for improving school community communications, such as the outline of an exemplary student handbook and a parent survey for use as continuous evalution of school/community relations. Parts 2 and 3 provide information to help improve the school communication effort, particularly at the individual school building level. The second part of the handbook focuses on using the printed and spoken word to communicate information to various groups. Suggestions are given on how to use the media and the services of the school systems communication specialists. Part 3 contains information and resources that can improve face-to-face situations and obtain feedback from various groups. Emphasis is given to meetings and committee work. (The study that developed this document is reported in CE 024 197.) (YLB).

ED 186 678 CE 025 216

Apprenticeship: Selected References, 1974-1979.

Office of the Assistant Secretary for Administration and Management (DOL), Washington, D.C.
Pub Date—79
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402
Pub Type—Reference Materials—Bibliographies (131)
EDRS Price—MF01/PC03 Plus Postage
Descriptors—*Apprenticeships, *Minority Groups, *Standards, *State Programs, *Womens Education, Abstracts, Annotated Bibliographies, Books, Citations References, Disadvantaged, Filmographies, Foreign Countries, Opinion Papers, Periodicals, Program Descriptions, Reports

This bibliography provides selected references on apprenticeships published between 1974 and 1979. References included were obtained from a search of the card catalog of the Department of Labor library, standard periodical indexes, and other reference sources such as Educational Resources Information Center and the National Technical Information Service. The bibliography is divided into 11 sections: general books and pamphlets, general articles and papers, standards for apprenticeship, state apprenticeship programs, descriptions of individual apprentice programs, minority and disadvantaged groups in apprenticeship, women in apprenticeship, apprenticeship contests, miscellaneous brief articles, apprenticeship in other countries, and films. In addition to bibliographic information, many of the citations include annotations. (LRA).

ED 186 679 CE 025 222

Jung, Steven M. And Others

Implementation of the Career Education Incentive Act. First Interim Report on the Evaluability Assessment.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif
Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C. Office of Education (DHEW), Washington, D.C. Office of Evaluation and Dissemination
Report No.—AIR-80600-3/80-IR(1)
Pub Date—80
Contract—300-79-0544
Note—224p. ; Small print in figures will not reproduce well
Pub Type—Reports—Evaluative/Feasibility (142)
EDRS Price—MF01/PC09 Plus Postage
Descriptors—*Career Education, *Evaluation Methods, *Measurement Objectives, *National Programs, *Program Evaluation, Educational Objectives, Educational Practices, Evaluation Criteria, Evaluation Needs, Federal Aid, Measurement Techniques, Models, National Surveys, Program Development, State Programs
Identifiers—Career Education Incentive Act 1977

Survey activities are reported which were designed to provide the foundation for a national evaluation of the effectiveness of programs assisted under the Career Education Incentive Act of 1977 (PL 95-207). The methodology described, called 'program evaluability assessment,' focuses on detailed analysis of program assumptions in order to clarify objectives of the career education program, identify elements of the functional program model, and identify the basis for the future national evaluation. Three separate efforts are reported: (1) telephone interviews with twenty-six members of stakeholder groups (e. g. educational organizations, business, industry and community groups, and fourteen State Career Education Coordinators); (2) detailed review of each of the fifty-three State Career Education Plans (FY80) received by the Office of Career Education; and (3) site visits to ten states to examine actual funding mechanisms and activities. Findings, which revealed discrepancies between intended and actual program, are discussed in relationship to program accountability and flow of funds, and direct and indirect program interventions. Measurement models (based on the finding that the program is 'evaluable') are presented in a table listing the following information for each of forty major activity-outcome linkages: key actor (organization/group), activity, intended outcome, measures, data source, quantifiability, potency, and collection/processing effort. Appendixes contain detailed analyses of state plans, notable examples of state leadership activities, and measurement models for seventy-three elements (for use by managers of state and local programs. (JT).

ED 186 682 CE 025 230

Van Ausdle, Steven L.

Comprehensive Institutional Planning in Two-Year Colleges: A Planning Process and Case Study.

Ohio State Univ. Columbus. National Center for Research in Vocational Education
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—79
Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055). Reports—Research/Technical (143)
EDRS Price—MF01/PC06 Plus Postage
Descriptors—*Case Studies, *College Administration, *College Planning, *Educational Objectives, *Long Range Planning, *Two Year Colleges, Budgeting, Management Systems, Models, Program Implementation, Self Evaluation Groups, Systems Approach, Vocational Education

This second of two monographs dealing with comprehensive institutional planning is directed at institutional representatives involved in the planning process at two-year colleges. It contains (1) information on a step-by-step approach to developing and implementing a comprehensive planning process (chapters 1-3) and (2) a case study of planning activity at Walla Walla Community College (chapter 4). Chapter 1 identifies and explains requirements of an effective planning process, including a planning model and prerequisites to effective planning. Implementation of the planning process is discussed in chapter 2. A conceptual model developed within the framework of the Planning, Management, and Evaluation System is presented, and these three phases of the process explained in detail: planning (preplanning, strategic planning, operational planning), management (plan utilization), and evaluation (including monitoring). Chapter 3 focuses on vocational education planning and explains suggested steps in a program planning model. The purpose of chapter 4 is to delineate and describe planning and budgeting processes used by Walla Walla Community College. A preliminary evaluation is attempted. Among exhibits illustrating how other institutions approach various aspects of the planning is a description of Valencia Community College's needs assessment approach. (A second monograph in the series, available as CE 025 231, provides essential information for 'planning to plan.') (YLB).

ED 186 683 CE 025 231

Van Ausdle, Steven L.

Comprehensive Institutional Planning in Two-Year Colleges: An Overview and Conceptual Framework.

Ohio State Univ. Columbus. National Center for Research in Vocational Education
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—79
Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055). Information analyses/State-of-the-Art Materials (070). Reports—Research/Technical (143)
EDRS Price—MF01/PC05 Plus Postage
Descriptors—*College Administration, *College Environment, *College Planning, *Educational Objectives, *Long Range Planning, *Two Year Colleges, Decision Making, Management Systems, Models, Needs Assessment, Self Evaluation Groups, Systems Approach
Identifiers—Open Systems Theory

This first of two monographs dealing with comprehensive institutional planning is directed at executive officers and institutional planners of two-year colleges interested in initiating or improving their approach to planning. Chapter 1 discusses planning as an essential administration function for the 1980s; such planning must be sensitive to societal trends and value shifts. Chapter 2 overviews literature found to be of value for conceptualizing and developing a comprehensive institutional planning system. The review encompasses literature on planning theory and literature having specific application and reference to planning in the two-year college. Chapter 3 synthesizes premises found in the literature—essential characteristics of the planning process, essential prerequisite considerations, and essential requirements of the process. Chapter 4 presents a conceptual framework to facilitate understanding of the role, function, and operation of a planning system. Discussion focuses on a popular administrative model (Planning, Management, and Evaluation Model) and a planning process developed within the framework of that system. Chapter 5 presents an open system view of planning, which takes into consideration the relationship with the nature of the environment. (A second monograph in the series, available as CE 025 231, offers a step-by-step approach to the planning process.) (YLB).

ED 186 684 CE 025 246

Knapp, Joan E.

Assessing Transfer Skills.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—79

Contract—OB-NIE-G-78-0211

Note—25p.; For related documents see ED 138 834, ED 146 420, ED 146 458, ED 174 809, CE 024 835-836, CE 025 246-247, and CE 025 306

Pub Type—Information analyses/State-of-the-Art Materials (070). Opinions/Personal Viewpoints/Position Papers/Essays (120)

EDRS Price—MF01/PC01 Plus Postage

Descriptors—*Skills, *Testing, *Transfer of Training, Educational Practices, Essay Tests, Higher Education, Individual Testing, Interviews, Job Skills, Learning Theories, Mastery Learning, Objective Tests, Performance Tests, Secondary Education, Self Evaluation Individuals, Simulation, Skill Development, State of the Art Reviews

Following a summary of what is presently known about transfer skills, the options available for assessment of transfer skills are identified and problems inherent in that task examined. Transfer skills (the ability or capacity of the learner or worker to transfer skills or knowledge from prior experiences to new ones) are discussed using the work of a number of contemporary theorists and noting points of general agreement. Types of educational measurements that can be applied to the assessment of transfer of skills are classified as either traditional or nontraditional methods. Traditional methods examined are paper and pencil, multiple choice, and objective tests. Nontraditional methods analyzed are interviews and oral examinations; simulations; essays; performance tests; and self-assessment devices. Examples of each, their use as well as advantages and disadvantages, are given. It is noted that no specific tests or procedures could be recommended as end-alls; rather, they are presented as tools to help determine if transfer has occurred. A bibliography of selected documents describing nontraditional assessment methods is included as an appendix. (MEK).

ED 186 685 CE 025 247

Kirby, Patricia

Cognitive Style, Learning Style, and Transfer Skill Acquisition. Information Series No. 195.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—79

Contract—OB-NIE-G-78-0211

Note—123p.; For related documents see ED 138 834, ED 146 420, ED 146 458, ED 174 809, CE 024 835-836, CE 025 246-247, and CE 025 306

Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd. Columbus, OH 43210 ($7.25)

Pub Type—Dissertations/Theses (040). Guides/Methods/Techniques—Non-Classroom Use (055). Information analyses/State-of-the-Art Materials (070)

EDRS Price—MF01/PC05 Plus Postage

Descriptors—*Cognitive Style, *Skills, *Teaching Styles, *Transfer of Training, Behavioral Science Research, Educational Practices, Higher Education, Learning Theories, Secondary Education, Skill Development, State of the Art Reviews

Intended for educational practitioners interested in direct application of learning and cognitive style to the classroom and the encouragement of transfer skill acquisition, this document is a review and synthesis of cognitive, learning, and teaching style literature with application to adult life stages and development. The first section of the document is primarily an overview, discussion and merging of cognitive and learning styles with transfer skills. 'Linking Style and Transfer Skills' discusses what is known about transfer skills and transfer skill acquisition, and then presents the notion of style and some of its elements as they relate to transfer skill acquisition. Chapters that follow examine the literature on cognitive style and learning style separately. Implications for research on all three of the concepts (transfer skills, cognitive styles, and learning styles) are offered within the context of a discussion teaching style. Current applications in educational and training environments are discussed and various inventories for assessing cognitive/learning styles are identified and compared to assist the reader in selecting a learning style approach. A number of literal and figurative illustrations are used throughout the monograph. (MEK).

ED 186 699 CE 025 272

Gottfredson, Linda S.

Change and Development in Careers. Final Report.

Johns Hopkins Univ. Baltimore, Md. Center for Social Organization of Schools

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—80

Contract—NIE-G-76-0075

Note—413p

Pub Type—Reports—Research/Technical (143). Numerical/Quantative data (110)

EDRS Price—MF01/PC17 Plus Postage

Descriptors—*Career Change, *Career Choice, *Career Development, *Employment Patterns, *Occupational Aspiration, Behavior Change, Education Work Relationship, National Surveys, Occupational Information, Social Change, Vocational Interests, Vocational Maturity, Work Attitudes

This report describes a study that examined three types of change that affect career development: (1) changes in jobs and behavior that occur as people mature and age, (2) cultural changes that alter the opportunities and attitudes of people born at different times in history, and (3) changes in the environment that affect the opportunities and behavior of people. Following an introductory chapter, chapter 2 reviews the major approaches to career development in sociology and psychology while chapter 3 outlines how the two approaches can be combined. Chapter 4 describes the development and validity of the occupational status and the occupational field classifications. The fifth chapter describes the National Longitudinal Survey data used in the study. The next three chapters describe patterns of career outcomes: the employment status and kinds of work held at different ages, the occupational aspirations men have at different ages, and the extent to which earlier aspirations and jobs determine later jobs held. Chapter 10 focuses on family and personal background variables that are associated with entering different fields and levels of work, while chapter 11 focuses on the influence of educational and economic environments. The final two chapters review the theoretical and practical implications of the study. (LRA).

ED 186 703 CE 025 290

Patten, W. George

A Pilot Study: Priorities in Administrative Needs and Program Services for Community and Area Technical Colleges. Emphasis on Large Urban Areas.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—79

Pub Type—Reports—Research/Technical (143). Numerical/Quantative data (110)

EDRS Price—MF01/PC08 Plus Postage

Descriptors—*Administrator Education, *Educationally Disadvantaged, *Needs Assessment, *Special Programs, *Two Year Colleges, *Vocational Education, Administrator Attitudes, Administrator Qualifications, Administrators, Ancillary School Services, Community Colleges, Educational Improvement, Educational Needs, Educational Opportunities, Graduate Study, Leadership Training, Management Development, Postsecondary Education, Professional Continuing Education, Technical Institutes, Unemployment, Urban Areas, Urban Education, Urban Schools

A study (1) identified curricular areas administrators of vocational education considered helpful in strengthening managerial and administrative skills and (2) solicited response to special service areas considered helpful in expanding the delivery of postsecondary vocational education to the structurally unemployed and undereducated. From a literature search, study of university leadership training programs, and examination of competency-based materials for administrators, nine factors were identified as necessary in administrator education and four factors—service areas—for educational services improvement in large urban areas. Factors relating to administrator education were then expanded into graduate courses and those relating to service areas into possible program offerings and services. A survey instrument incorporating these factors was developed to collect responses (priority ratings) from 164 administrators in urban institutions (established approximately 20 years ago) with minimum enrollments of 5,000. Results indicated administrator concern regarding the need for added skills in the area of budget preparation and fiscal management; endorsement of special counseling programs and recruiting efforts to reach target groups; a need for special fiscal allocations to provide groups with auxiliary services; and endorsement of the program of structured and relevant training at the graduate level to provide core training for key administrators of vocational education. (YLB).

ED 186 704 CE 025 291

Hotchkiss, Lawrence

Differential Equation Methodology Applied to Career Decisions and Status Attainment Processes: Conceptualization and Calculation.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—79

Contract—OB-NIE-G-78-0211

Note—139p. ; Some figures will not reproduce well due to small type. For a related document see CE 025 292

Pub Type—Numerical/Quantative data (110). Reports—Research/Technical (143)

EDRS Price—MF01/PC06 Plus Postage

Descriptors—*Career Development, *Expectation, *High School Students, *Mathematical Formulas, *Research Methodology, Concept Formation, Decision Making, Educational Research, Longitudinal Studies, Mathematical Models, Research Design, Socioeconomic Status, Statistical Analysis, Theories

Identifiers—Differential Equations

This document was prepared in connection with a three-year longitudinal study of career expectations of high school students conducted to explain scientifically the process by which youth form career expectations, e.g. educational, occupational, and income expectations. Divided into six chapters, this document contains a theoretical rationale for a differential equation model of the process by which career expectations of youth evolve and presents a detailed explication of the technical information needed to use the model. Chapter 1 presents the purpose and overview of this report. Chapter 2 contains a theoretical and conceptual discussion of the use of differential equations to represent career planning processes. Chapter 3 presents the basic concepts of selected mathematical and statistical topics, which are discussed in further detail in chapters 4 and 5. Chapter 4 develops the mathematics of differential equations, presents a justification for using ordinary least squares in the statistical analysis, and describes a computer program that can be used to estimate coefficients of the differential equation system. The fifth chapter draws on the technical materials presented in chapters 3 and 4 to describe interpretations of differential equation systems applied to career expectation variables. A summary is presented in Chapter 6. (Author/BM).

ED 186 705 CE 025 292

Hotchkiss, Lawrence Chiteji, Lisa

Interim Report on Panel One of a Longitudinal Study of Developing Career Expectations.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—79

Contract—OB-NIE-G-78-0211

Note—199p. ; For a related document see CE 025 291

Pub Type—Reports—Descriptive (141). Tests, Questionaires, Evaluation instruments (160). Numerical/Quantative data (110)

EDRS Price—MF01/PC08 Plus Postage

Descriptors—*Career Development, *Expectation, *High School Students, *Occupational Aspiration, *Path Analysis, *Socioeconomic Status, Comparative Analysis, Cross Sectional Studies, Decision Making, Longitudinal Studies, Mathematical Models

Identifiers—Differential Equations, Ohio

The first panel of a three-year longitudinal study was conducted to investigate the process by which youth form career expectations. The study was designed around a cross-sectional path model of career expectations drawn from the sociological literature on status attainment and is based on differential equations in which all expectation variables are viewed as affecting each other in a time-continuous system of feedback loops. A random sample of approximately 700 Ohio high school sophomores completed self-administered questionnaires providing data on career expectations and socioeconomic characteristics of family members. One or both parents of each youth also completed questionnaires identifying the parents' career expectations for their children and socioeconomic data. All occupational data were coded into three-digit 1970 census codes and then transformed into codes reflecting socioeconomic content of occupations. Selected means, standard deviations, correlations, and path models were compared to previous cross-sectional research in the local area. These comparisons revealed good matches between current and past samples in broad patterns, but samples differed in specific detail. Comparison of correlations based on the subjective-probability method to those derived from traditional methods revealed that the former were consistently higher than the latter. Finally, the results involving the identification issue in cross-sectional data in which feedback loops appear were analyzed. (BM).

ED 186 706 CE 025 294

Booth, Clive

Education and Training in England: Some Problems from a Government Perspective. Occasional Paper No. 161.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Pub Date—80

Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd. Columbus, OH 43210 ($2.20)

Pub Type—Opinions/Personal Viewpoints/Position Papers/Essays (120). Speeches, Conferences Papers (150)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Education Work Relationship, *Employment Programs, *On the Job Training, *Vocational Education, *Youth Employment, Apprenticeships, Dropouts, Educational Opportunities, Educational Policy, Educational Practices, Federal Programs, Public Policy, Youth Programs

Identifiers—England

Focus of this speech is on the challenges of providing employment related education and training for young people in England. After briefly outlining the British education system, the author discusses recent and proposed changes designed to help young people (particularly the unemployed, terminal degree student, or those who are working and receiving daytime training) affect a smoother transition from school to work. Two contemporary programs are outlined which are providing on-the-job experiences for youth: the Youth Opportunities Program and Unified Vocational Preparation, both of which have provided much useful information to the British government relative to the school-to-work transition. The resultant proposal is also described: that young people who leave school to enter work should be offered traineeships in their early months of work as part of a joint enterprise of school and training service providers, much like an apprenticeship. In concluding, a proposal currently under consideration, shortening the apprenticeship period by substituting qualifying examination for a portion of the four year apprenticeship, is discussed. (Answers to nine questions from the audience of research and development personnel are included.) (MEK).

ED 186 707 CE 025 295

Schergens, Becky L.

The Parent's Role in Career Development: Implications for Vocational Education Research and Development. Occasional Paper No. 60.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Pub Date—80

Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd. Columbus, OH 43210 ($1.90)

Pub Type—Collected Works—Serials (022). Opinions/Personal Viewpoints/Position Papers/Essays (120). Speeches, Conferences Papers (150)

EDRS Price—MF01/PC01 Plus Postage

Descriptors—*Career Development, *Career Education, *Parent Education, *Parent Influence, *Parent Role, *Research Needs, Educational Development, Educational Research, Educational Responsibility, Information Dissemination, Parent Aspiration, Parent Associations, Parent Responsibility, Parent School Relationship, Parent Student Relationship, Vocational Education

Identifiers—Parent Teacher Association

The PTA continues to be engaged in projects and programs which relate to parents' and children's perception and understanding of the world of work, education, and career development. Current activities include a project focusing on television's effects on children and youth, the national PTA's Urban Education project determining issues in public education, and activities in the area of testing. The PTA supports career education and the parent's role, which involves two different functions: (1) guider of or resource for his or her own child and (2) advocate for increased opportunities in the area of career education for all children, with emphasis on the impact that parents can have at the community, state, and local levels. From parents children learn attitudes and motivations about work, careers, and goals. To positively influence their children, parents need to learn about employability skills, educational opportunties, needs assessment, and career education concepts. More research and development is needed to disseminate such information, materials, skill development, and the training of parents. Through the PTA parents can assume their roles as advocates for career and vocational education at all levels. (Questions and answers are appended.) (YLB).

ED 186 708 CE 025 296

Shannon, Thomas A.

The Role of Local School Boards in the Development and Direction of Programs of Occupational Education. Occasional Paper No. 58.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Pub Date—80

Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd. Columbus, OH 43210 ($1.90)

Pub Type—Collected Works—Serials (022). Opinions/Personal Viewpoints/Position Papers/Essays (120). Speeches, Conferences Papers (150)

EDRS Price—MF01/PC01 Plus Postage

Descriptors—*Board of Education Role, *Community Control, *Program Development, *School District Autonomy, *Vocational Education, Advisory Committees, Boards of Education, Citizen Participation, Educational Change, Government School Relationship, Local Government, Parent Participation, Parent School Relationship, School Community Relationship, Secondary Education, Speeches

In focusing on local school board response to citizen desires for change in public school operations and on significant issues changing education from the perspective of school boards, three principles must be kept in mind: (1) public schools are controlled by three arms of government at three levels; (2) the federal government has limited powers; and (3) federal trends (concerning the federal government) are not coincidental with national trends (existing independently of the federal government). Issues of federal and national scope include severe student population decline, fewer students but richer programs, and expansion of federal control. States have reacted by emphasizing their power at the expense of local boards of education who are bypassed at the local level in favor of citizen advisory committees. School board concerns involve a trend against big government spending, administrative unionism, curriculum reform, vocational career education programs, and their role as coordinators of community educational resources in a more comprehensive approach to education. Parent and citizen involvement necessary to help school boards deal with these problems raises other problems: advisory committees versus school boards as final authority, support of the expanding group of senior citizens, and the relationship among the superintendent and advisory committee and school board. (YLB).

ED 186 709 CE 025 297

Hampson, Keith

The Relationship of School and Work: A British Perspective. Occasional Paper No. 57.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Pub Date—79

Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd. Columbus, OH 43210 ($1.90)

Pub Type—Collected Works—Serials (022). Opinions/Personal Viewpoints/Position Papers/Essays (120). Speeches, Conferences Papers (150)

EDRS Price—MF01/PC01 Plus Postage

Descriptors—*Career Choice, *Career Education, *Career Exploration, *Education Work Relationship, *School Business Relationship, *Work Experience, Career Awareness, College School Cooperation, Employment Patterns, National Programs, Secondary Education, Speeches, Student Attitudes, Student Educational Objectives, Student Needs, Unemployment, Work Attitudes, Youth Employment, Youth Problems

Identifiers—Great Britain

The British, like the Americans, are facing youth education and employment problems. Recent consideration of the content and standard of education, especially the obligations schools have in equipping pupils for adult life, has led to the suggestion that schools have a duty to meet industry's needs. Government should consider a national program giving a new vocational thrust to secondary education, because, for school to help students acquire social and other skills to help them obtain jobs in the 1980s, education must offer a stronger vocational program that reflects changing employment patterns. Youth unemployment needs special attention because it may condition work attitudes. What young people want should also be considered. Students not aspiring to higher education should have the opportunity to explore work places and engage in practical activities. Education should be changed to include practical activities in the curriculum, more closely associate schools and further education colleges, instill a wider knowledge of industry in teacher training, give students supervised work experience, and provide for student career awareness, career exploration, and career selection. (YLB).

ED 186 710 CE 025 298

Apker, Wesley

Policy Issues in Interrelating Vocational Education and CETA. Occasional Paper No. 56.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Pub Date—79

Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd. Columbus, OH 43210 ($1.90)

Pub Type—Opinions/Personal Viewpoints/Position Papers/Essays (120). Speeches, Conferences Papers (150)

EDRS Price—MF01/PC01 Plus Postage

Descriptors—*Agency Cooperation, *Coordination, *Policy, *Vocational Education, Cooperative Programs, Federal Programs, Labor Force Development, Political Issues, Program Improvement, Program Validation

Identifiers—Comprehensive Employment and Training Act

Vocational education programs cannot and should not serve all the population groups targeted by the Comprehensive Employment and Training Act (CETA). Rather, they should and must collaborate and cooperate with the manpower community. In order to do that five major policy issues need to be dealt with: getting agreements to collaborate, prime sponsor and local education agency linkages, vocational education delivery system, education credit, and extended school days, facilities, and teachers. Although there is a basis for collaboration, there must be someone to play the role of facilitator/catalyst. In the absence of preexisting trust between CETA and vocational education, the development of a sense of shared interdependence is needed. Toward these ends, vocational education must examine the redefine the scope of responsibilities of the discipline, documenting the effectiveness and costs of current programs while discarding those which are no longer useful. It also must gear itself to serve the needs of a rapidly aging population. Each student should have his or her own IEP (individal employment program) developed, with the granting of academic credit for work experience as appropriate. The traditional school day must be extended, as must the settings in which vocational education can be offered. Inservice education for school personnel also is essential. Vocational education must respond to the demographic time bomb set to go off in 1995 by instituting systematic changes capable of accomodating these population shifts. Time is running out for the vocational education and manpower communities to work together voluntarily. (Answers to nine questions from the audience of educational research and development personnel are appended.) (MEK).

ED 186 711 CE 025 299

Baker, Eva L.

New Directions in Evaluation Research: Implications for Vocational Education. Occasional Paper No. 55.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Pub Date—79

Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd. Columbus, OH 43210 ($1.90)

Pub Type—Opinions/Personal Viewpoints/Position Papers/Essays (120). Speeches, Conferences Papers (150)

EDRS Price—MF01/PC01 Plus Postage

Descriptors—*Educational Assessment, *Educational Research, *Evaluation Methods, * *Government Role, *Measurement Objectives, *Vocational Education, Educational Researchers, Evaluation Needs, Politics, Program Evaluation, Research Methodology, Speeches

In the early 1970s educational evaluation's fusion of respect for rationality, power to implement rational procedure, and an altruistic objective (improved instruction) appealed to educational researchers. Dealing essentially with closed systems, it measured program success by student performance on measurement instruments. Critics exclaimed that program developers and evaluators took away personal decision rights from students and that outcome measures were incomplete and inaccurate. Changes occured due to reanalysis showing the futility of earlier research, operating focus on procedures (not outcomes), open student participation, and loss of stability required for longitudinal study. In present-day open system evaluation settings, emphasis is on multiple objectives, and selection of what is to be evaluated is left open. No longer committed to methodology and provision of clear information, evaluators use case studies and looser, more interactive designs. Their reactions to political demands are to use needs assessments, develop systematic procedures, and write more reports. Problems between politics and evaluation include these: (1) the technical disagreement that any evaluation is subject to erodes its credibility with its contracting agency, (2) evaluation results can be used to discredit politicians whose claims outstrip their programs, and (3) success of political efforts gives politicians a sense of personal power. (YLB).

ED 186 712 CE 025 300

Tolbert, Jack F.

The Role of Private Trade and Technical Schools in a Comprehensive Human Development System: Implications for Research and Development. Occasional Paper No. 53.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Pub Date—79

Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd. Columbus, OH 43210 ($1.90)

Pub Type—Speeches, Conferences Papers (150)

EDRS Price—MF01/PC01 Plus Postage

Descriptors—*Educational Cooperation, *Proprietary Schools, *Research Needs, *Success, *Vocational Education, Bias, Career Education, Educational Research, Federal Regulation, Intellectual Property, Job Placement, Legal Problems, Long Range Planning, Postsecondary Education, Public Education

Proprietary schools represent a growing segment of the total educational effort of this country and one which often has been misunderstood by the public education community. While greater cooperation is desirable between proprietary trade schools and nonproprietary schools providing similar job training, the prejudice of traditional educators toward vocational education for profit and the proprietor's desire to protect his investment are barriers to such cooperative efforts. Proprietary schools are currently in a growth period, primarily due to increasing enrollments and a growing reluctance on the part of states to increase funding for public postsecondary education. Although the tremendous growth of private trade schools in the early sixties brought with it certain abuses, the development of strong trade associations, including the National Association of Trade and Technical Schools (NATTS), helped proprietary schools in the seventies build a solid reputation for ethically-run, quality programs which have a high rate of success in terms of job placement. The Medix School's success depends largely on an effective mix of student recruitment, the education process, job placement, and institution management. Few studies have been conducted of private career schools or their students; this appears to be an unmet need in vocational research and development. Perhaps there is a model or method that can combine the effective features of proprietary schools and the public sector which offer students a better learning opportunity. (Answers to questions from the audience of education research and development personnel are included.) (MEK).

ED 186 713 CE 025 301

Schmidt, Hermann

Current Problems of Vocational Education in the Federal Republic of Germany. Occasional Paper No. 54.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Pub Date—79

Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd. Columbus, OH 43210 ($1.90)

Pub Type—Opinions/Personal Viewpoints/Position Papers/Essays (120). Speeches, Conferences Papers (150)

EDRS Price—MF01/PC01 Plus Postage

Descriptors—*Educational Policy, *Educational Practices, *Federal Legislation, *Inplant Programs, *School Business Relationship, *Vocational Education, Educational History, Educational Research, Employer Employee Relationship, Employment Projections, Industrial Training, Job Training, Labor Needs, Labor Relations, Out of School Youth, Postsecondary Education, Program Content, Secondary Education, Speeches, Teacher Improvement, Unions, Vocational Schools, Vocational Training Centers

Identifiers—West Germany

The present form of vocational education in the Federal Republic of Germany with its origins in trades and crafts of the Middle Ages has existed since the 1920s. Only in 1969, however, did comprehensive legislation declare company vocational training within the sphere of state responsibility, give unions participation rights in determining training content, and create a Federal Institute for Vocational Education Research. Improved quality of training but fewer training places led to the Act on the Promotion of Training Places (1976), which provided certain prerequisites for the future of vocational education: it became a political subject and "demand for training" is now measured by the number of school leavers, not by industry's needs. The future development of vocational education will be determined by (1) society's image of a working person, (2) cooperation between employers and unions, (3) well-trained vocational school teachers and training personnel, and (4) individual benefit given to handicapped, foreign children, and females. Despite different education systems in the Federal Republic and the United States, work of vocational educators and youth problems are similar. Views should be exchanged regarding school to work transition, greater adjustment between the education and employment systems, learning on the job, and financing vocational education. (YLB).

ED 186 714 CE 025 303

Campbell, Robert E. And Others

Building Comprehensive Career Guidance Programs for Secondary Schools: A Handbook of Programs, Practices, and Models. Research and Development Series No. 147.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—400-77-020

Note—267p

Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd. Columbus, OH 43210 ($11.80)

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055). Reference Materials—Bibliographies (131)

EDRS Price—MF01/PC11 Plus Postage

Descriptors—*Career Guidance, *Learning Activities, *Models, *Program Development, *Program Implementation, *Systems Approach, Abstracts, Career Education, Career Exploration, Change Strategies, Computer Oriented Programs, Decision Making, Delivery Systems, Disabilities, Employment Potential, Followup Studies, Guidance Programs, Integrated Curriculum, Job Placement, Job Skills, Occupational Information, Program Administration, Program Evaluation, Secondary Education, Self Concept, Sex Fairness, Student Placement

This handbook presents management techniques, program ideas, and student activities for building comprehensive secondary career guidance programs. Part 1 (chapter 1) traces the history of guidance to set the stage for the current emphasis on comprehensive programs, summarizes four representative models for designing comprehensive programs, and cites additional models. Part 2 (chapters 2-7) identifies specific student practices for building a comprehensive program. Each chapter is organized into (1) narrative, with definition, rationale for use, summary appraisal of practices, and full description of an illustrative practice; (2) ten abstracts of practices, showing range, types available, costs; (3) additional practices; and (4) references. Chapter 2 focuses on curriculum-based practices—a broad approach to delivering career guidance practices. Chapters 3-5 present individual practices geared primarily to one developmental area. Titles are Self-Understanding and Occupational Knowledge Practices; Career Exploration and Decision-Making Practices; and Placement, Follow-Up, Follow-Through, and Employability Skills Practices. Chapter 6 addresses the needs of women and special sub-populations. Chapter 7 concerns computer-based career guidance practices. Part 3 (chapter 8) discusses the implementation of programs and practices under these topics: change agent roles for counselors, a seven-step strategy for effecting change, and a review of roadblocks to change. (YLB).

ED 186 715 CE 025 304

Rose, Marcia, Comp. And Others

But for Me It Wouldn't Work: Implications of Experiential Education Policy Guidelines. Information Series No. 165.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—79

Contract—400-77-0055

Note—75p

Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd. Columbus, OH 43210 ($5.10)

Pub Type—Collected Works—Proceedings (021). Collected Works—Serials (022)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Educational Policy, *Experiential Learning, *Guidelines, *Policy Formation, *Work Experience Programs, Advisory Committees, Conferences, Secondary Education, Vocational Education

A conference is reported in which experiential education practitioners addressed the utility and acceptability of the policy guidelines for work oriented experiential education developed by a national advisory panel of management, labor, education, and community representatives. The first part of the report contains the full text of the five presentations and eight panel discussions and the second part includes summaries of the invited practitioners' assessment of the guidelines along with suggestions and recommendations for their implementation. The following issues are dealt with in relationship to work-oriented experiential education: learner objectives, site selection, evaluation, structure for learning, diversity of experiences, identification of learners, access to various employment levels, program expansion, commitment to programs, worker protection, legal requirements, paid experiences, academic credit, employment credit, and preparation of educational and workplace personnel. (MEK).

ED 186 717 CE 025 306

Pratzner, Frank C.

Occupational Adaptability and Transferable Skills: Project Final Report. Information Series No. 129.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—NE-C-00-3-0078

Note—94p.; For related documents see ED 138 834, ED 146 420, ED 146 458, ED 174 809, CE 024 835-836, and CE 025 246-247

Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd. Columbus, OH 43210 ($6.25)

Pub Type—Information analyses/State-of-the-Art Materials (070). Reports—Research/Technical (143)

EDRS Price—MF01/PC04 Plus Postage

Descriptors—*Educational Needs, *Job Skills, *Occupational Mobility, *Transfer of Training, *Vocational Adjustment, Ability, Attitudes, Career Change, Classification, Employment Potential, Skill Analysis, Skill Development, Skills, State of the Art Reviews

The nature and current status of knowledge about occupational adaptability and transferable skills are summarized in this report. It is a synthesis of major conclusions and insights, with some additional perspectives, from eight final reports on an exploratory study (see Note). A brief overview is presented of project objectives and activities which focused on identification of skills, attitudes, knowledge, and personal characteristics that schools could seek to develop, and how they might teach them to prepare students for careers characterized by change. The several conclusions include the following: (1) The substantial job changing in the American labor force is neither inherently good nor bad. (2) Individuals need help in preparing for careers characterized by change. (3) Although little is known about job changing, skills alone do not determine mobility or adaptability. (4) All skills are potentially transferable to some extent and on some occasions. There is reasonable consensus on broad categories important for success in a variety of occupations. (5) Students need opportunity to practice application of skills under a wide variety of conditions and circumstances. (6) Performance in one talent area is unrelated to that in others, so schools should develop abilities in a number of different ones (e. g. creative, decision-making, planning, and communication talents). (7) A number of educational programs and instructional techniques have been identified that seem to provide for the implicit recognition or development of transferable skills. Suggestions and recommendations are made for teachers, counselors, administrators, employers, and researchers. Examples of transferable skills and characteristics and the final report of the project's panel of consultants are appended. (JT).

ED 186 718 CE 025 307

Wingo, Rosetta F.

Human Relations Critical Incidents for Office Simulation. Series 1,

Spring 1978. Vocational Office Block Project, Michigan State University.

Michigan State Univ. East Lansing. Dept. of Secondary Education and Curriculum

Pub Date—78

Available from—Department of Secondary Education and Curriculum, Michigan State University, East Lansing, MI 48197

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Critical Incidents Method, *Human Relations, *Office Occupations Education, *Office Practice, *Simulation, Employer Employee Relationship, Office Occupations, Peer Relationship, Problem Solving, Secondary Education, Teaching Guides

Designed for office occupations teachers, this guide presents seven critical incidents that provide students with practice in human relations. The critical incidents focus on the following topics: office rumors, excessive borrowing, remembering names, adapting to change, carrying your load of work, personal calls on office phones, and coffee break abuses. For each critical incident, the following information is provided: general objectives, performance objective, number of persons to be included, time needed, materials, setting, implementation strategies, and suggestions for conducting a staff conference. (LRA).

ED 186 719 **CE 025 308**

Sockol, Richard A. McClain, Thomas W.

School/Business Partnerships: A Practitioner's Guide.

Massachusetts Univ. Amherst. Inst. for Governmental Services

Spons Agency—Massachusetts State Dept. of Education, Boston. Div. of Occupational Education

Pub Date—78

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Cooperative Programs, *Coordination, *Educational Improvement, *Education Work Relationship, *Program Development, *School Business Relationship, Administrator Characteristics, Administrator Responsibility, Administrator Role, Career Education, Coordinators, Demonstration Programs, Educational Needs, Institutional Role, Organizational Communication, Program Design, Program Implementation, Secondary Education

Identifiers—Boston School Business Partnership Program, Massachusetts (Boston)

This guide is intended to give the reader an understanding of the processes used and programs developed in the Boston School/Business Partnership Program. Chapter 1 discusses the rationale for partnership, including such topics as Boston's initiative to use business resources to upgrade educational curriculum, underlying principles, and one-to-one partnerships. In chapter 2 the major stages in establishing Boston's partnership program are identified and used as guidelines for the development of a five-stage, twenty-six step process for development of other partnership programs. The process involves initial design and coordination (10 steps), definition of institutional needs (4), matching of needs with available resources (3), development and implementation of programs (6), and establishment of a support/communication network (3). Chapter 3 explores factors affecting school and business liaisons, including the characteristics, responsibilities, and authority of school and business coordinators within partnership institutions. Topics addressed in chapter 4 include formalized internal and external communication systems, informal systems for support of liaisons, and key issues. The guide concludes (chapter 5) with descriptions of exemplary programs in Boston. (YLB).

ED 186 720 **CE 025 309**

Scott, Beverly A.

Making Transitions Work: Overcoming Resistance and Avoiding Failure in the Placement of Women in Non-Traditional Jobs.

Consulting Associates, Inc. Southfield, Mich

Pub Date--80

Pub Type—Reports—Descriptive (141). Speeches, Conferences Papers (150)

EDRS Price—MF01/PC01 Plus Postage

Descriptors—*Females, *Nontraditional Occupations, *Organizational Development, *Organizations Groups, Administrative Organization, Adults, Case Studies, Group Structure, Models, Personnel Integration, Power Structure, Resources

Using a case study of a client with common problems in placing women in non-traditional positions, this speech raises questions of diagnosis and intervention and presents an alternative organizational model that is then applied to the case study. The organizational model emphasizes four components: (1) mission (purpose or rationale for existence of the organization); (2) power (driving force, providing energy for members to achieve the mission or purpose); (3) structure (formal and informal policies and procedures); and (4) resources (means or assets). Based on the work of Robert Terry, the organizational model described is normative in nature and focuses on what the individual needs to be authentic. This approach differs from most interventions which tend to focus on structure, i.e. changing policies, or resources, i.e. giving assertiveness or career development training; this model focuses on the major issues involved (the power and mission components of the organization) while supporting such resources as the acquisition of new gender skills for men. Although not cost productive, this approach is cost-preventive—preventing the higher cost of large turnover and failure rates in placing women in non-traditional jobs. (MEK).

ED 186 722 **CE 025 322**

Bhaerman, Robert D.

Knowledge Interpretation Project. Final Report, October 1, 1978-June 30, 1980.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—80

Contract—400-78-0051

Note—293p

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC12 Plus Postage

Descriptors—*Bilingual Students, *Disabilities, *Equal Education, *Information Dissemination, *Labor Market, *Minority Groups, Education Work Relationship, Program Descriptions, Program Development, Program Evaluation, Student Publications, Womens Education

A project was conducted to interpret existing reviews and syntheses of research in four areas of educational equity—women, minorities, disabled or handicapped learners, and bilingual populations—as they are related to the world of work. The project was designed to put information about the world of work into the hands of those most likely to use that information: secondary school students, teachers, administrators, and the general public. In phase 1, outlines, formats, and sample portions of the products (teacher materials, administrator brochures, and news releases for student newspapers) were developed. Student materials were developed and refined through drafts, rewriting, and reviews. A dissemination plan and a validation plan were prepared. In phase 2, the final products were distributed to 250 high schools and a similar mumber of local newspaper editors. Then post cards were sent asking for comments, and a selected number of telephone interviews were conducted. The actual use of materials—particularly by student newspapers—appeared to depend upon school priorities and on the amount of materials received. (A list of recommendations for future activities concludes the document. Appended materials include developed materials and a technical report detailing the content development phase of the project.) (CT).

ED 186 725 **CE 025 340**

Dunham, Daniel B.

The American Experience in the Transition from Vocational Schools to Work: A Report to the United Nations Education, Scientific, and Cultural Organization. International Symposium on Problems of Transition from Technical and Vocational Schools to Work (Berlin, German Democratic Republic, 14-18 April, 1980).

Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—80

Pub Type—Reports—Descriptive (141). Collected Works—Proceedings (021)

EDRS Price—MF01/PC02 Plus Postage
Descriptors—*Administrative Organization, *Delivery Systems, *Educational Practices, *Education Work Relationship, *Vocational Education, Access to Education, Career Education, Conferences, Educational Cooperation, Federal Programs, Teaching Methods, Work Experience Programs, Youth Employment
Identifiers—United States

This paper discusses the central problems and issues of the transition from school to worklife in the United States. Developed from a framework which outlines the structure of the education system and the place of vocational-technical education within it, the paper addresses measures the United States has taken to facilitate the transition from school to work. Content and methods related to curriculum and teaching in vocational education are briefly described and conclusions are drawn on the present state of affairs relative to the school-to-work transition. Selected conclusions are these: (1) access to facilities in urban and rural areas must be improved; (2) more emphasis should be placed on staff development; (3) guidance services and counseling efforts should be better integrated into the school system and the curriculum; and (4) better and more reliable information on job possibilities, work experience, and employment options are necessary. It is noted that resolutions to the school-to-work transition are most likely to be found where cooperative work experience programs can serve at least fifty percent of all students enrolled in school-based vocational programs; where career exploration in the workplace is available to all students; and where education is more successfully integrated with business and the community by programs being delivered on the work site rather than exclusively in the classroom. (MEK).

ED 186 732 CE 025 363
Faddis, Constance R.
The Worker as Proteus: Understanding Occupational Adaptability.
Ohio State Univ. Columbus. National Center for Research in Vocational Education
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—79
Contract—OB-NIE-G-78-0211
Note—187p
Pub Type—Information analyses/State-of-the-Art Materials (070)
EDRS Price—MF01/PC08 Plus Postage
Descriptors—*Career Change, *Transfer of Training, *Vocational Adjustment, Adults, Career Counseling, Career Development, Models, Occupational Mobility, Skill Development, Work Attitudes

The purpose of this paper is to review and synthesize what is known about occupational adaptability and to propose a heuristic model of the process(es) of adaptation in work. Following an introductory chapter, three chapters contain a review of literature that draws from many disciplines and presents an overview of human adaptation in general, as well as in the context of work. The review addresses three questions: What is meant by adaptability? What are the major factors involved in adaptation? What behaviors and styles are used in adapting? Chapter 5 presents the model for occupational adaptation, which is intended as a heuristic framework with which to examine elements and forces in peoples' work lives and how individuals go about dealing with adaptive demands involved with working. The model also addresses adaptive options of bringing about changes in jobs and work environments, preventing or avoiding the effects of unwanted changes, and making moves from one job or career to another. Chapter 6 discusses implications of the model and offers suggestions for increasing and refining adaptation in work and life. Chapter 7 reviews implications for individuals, work organizations, and society in general improving the occupational adaptability of individuals. Examples of transferable skills lists are appended. (LRA).

ED 186 738 CE 025 394
Botterbusch, Karl F.
A Comparison of Seven Vocational Evaluation Systems.
Wisconsin Univ.—Stout, Menomonie. Dept. of Rehabilitation and Manpower Services. Materials Development Center
Spons Agency—Rehabilitation Services Administration (DHEW), Washington, D.C.
Pub Date—76
Contract—DHEW-RSA-12-P-55307/5
Note—49p. ; For a related document see CE 025 395
Available from—Materials Development Center, Stout Vocational Rehabilitation Institute, University of Wisconsin—Stout, Menomonie, WI 54751 ($2.50) Menomonie, WI 54751 $1.50)
Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01/PC02 Plus Postage
Descriptors—*Evaluation Criteria, *Occupational Tests, *Test Selection, Evaluation Methods, Psychological Testing, Standardized Tests, Testing, Test Reviews, Vocational Aptitude, Work Sample Tests
Identifiers—Vocational Evaluation

Seven commercially available work evaluation systems are compared using a standardized outline: development, organization, work evaluation process, administration, scoring and norms, observation of clients, reporting utility, training in the system, technical considerations, reviewer's summary and comments, address, cost, and references. There are four sections: (1) a brief paper listing factors to be considered in selecting a commercial evaluation battery for such tools as on-the-job evaluations, sheltered employment, work samples, and psychological tests for assessing clients' potential; (2) an explanation of the fourteen major points (criteria) in tne outline; (3) a table presenting brief comparison of the seven systems on the first ten points (points 11-14 not appropriate to summarized; and (4) more detailed description of each system including reviewer's comments, address, cost, and references. The seven systems covered are McCarron-Dial Work Evaluation System, Philadelphia Jewish Employment and Vocational Service (JEVS), Singer Vocational Evaluation System, Talent Assessment Programs (TAP), The Tower System, Valpar Component Work Sample Series, and Wide Range Employment Sample Test (WREST). Four more recently developed systems are compared in a separate document (see Note). (JT).

ED 186 739 CE 025 395
Botterbusch, Karl F.
A Comparison of Four Vocational Evaluation Systems.
Wisconsin Univ.—Stout, Menomonie. Dept. of Rehabilitation and Manpower Services. Materials Development Center
Spons Agency—Rehabilitation Services Administration (DHEW), Washington, D.C.
Pub Date—77
Contract—DHEW-RSA-12-5-55307/5
Note—40p. ; For a related document see CE 025 394
Available from—Materials Development Center, Stout Vocational Rehabilitation Institute, University of Wisconsin—Stout, Menomonie, WI 54751 ($1.00)
Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01/PC02 Plus Postage
Descriptors—*Evaluation Criteria, *Occupational Tests, *Test Selection, Evaluation Methods, Psychological Testing, Standardized Tests, Testing, Test Reviews, Vocational Aptitude, Work Sample Tests
Identifiers—Vocational Evaluation

Four commercially available work evaluation systems are compared using a standardized outline: development, organization, work evaluation process, administration, scoring and norms, observation of clients, reporting utility, training in the system, technical considerations, reviewer's summary and comments, address, cost, and references. There are four sections: (1) a brief paper listing factors to be considered in selecting a commercial evaluation battery for such tools as on-the-job evaluations, sheltered employment, work samples, and psychological tests for asessing clients' potential; (2) an explanation of the fourteen major points (criteria) in the outline; (3) a table presenting brief comparison of the four systems on the first ten points (points 11-14 not appropriate to summarize); and (4) more detailed description of each system including reviewer's comments, address, cost, and references. The four systems covered are Comprehensive Occupational Assessment and Training System (COATS), Hester Evaluation System, Micro-TOWER, and Vocational Information and Evaluation Work Samples (VIEWS). Seven older systems are compared in a separate document using the same format (see Note). (JT).

ED 186 740 CE 025 396

Robinson, Charles W.
The Dictionary of Occupational Titles in Vocational Assessment: A Self Study Manual.
Assumption Coll. Worcester, Mass
Spons Agency—Rehabilitation Services Administration (DHEW), Washington, D.C.
Pub Date—79
Contract—DHEW-12-P-55307/5; RSA-44-P-05313/1-05
Note—236p
Available from—Materials Development Center, Stout Vocational Rehabilitation Institute, University of Wisconsin—Stout, Menomonie, WI 54751 ($3.00)
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Non-Classroom Use (055)
EDRS Price—MF01/PC10 Plus Postage
Descriptors—*Career Counseling, *Occupational Information, *Vocational Rehabilitation, Career Development, Instructional Materials, Learning Activities, Occupations, Rehabilitation Counseling, Vocational Adjustment
Identifiers—Dictionary of Occupational Titles, Vocational Evaluation

This self-instructional manual is designed to assist professionals in vocational rehabilitation in the effective use of the fourth edition (1977) of the Dictionary of Occupational Titles (DOT) and closely related materials (i. e. Guide for Occupational Exploration, Worker Trait Group Guide, Career Information System Guide, and Handbook for Analyzing Jobs). Twenty units are included in the manual. Unit 1 shows how occupational information is related to vocational rehabilitation and discusses how to tell when rehabilitation services have been completed. Units 2 through 8 are designed to give a complete understanding of the uses of the DOT. Units 9 through 20 describe how to use the materials that supplement the DOT to compare eight characteristics in clients with those required for various occupations. Each unit follows a typical format—unit title, unit objectives, unit content, and unit exercises. Appended material consists of the following sections, designed to aid in completing the manual: References, Guides, Charts, and Forms; Answers to Exercises; Self-assessment Materials; Two Planning Models for Vocational Assessment; and Comparison of the Guide for Occupational Exploration and the Worker Trait Group Guide. (LRA).

ED 186 759 **CE 025 420**
Falk, William W.
'Significant Other' Influence and Vocational Development. Information Series No. 196.
Ohio State Univ. Columbus. National Center for Research in Vocational Education
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.
Pub Date—80
Contract—300-78-0032
Note—28p
Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd. Columbus, OH 43210 ($2.20)
Pub Type—Information analyses/State-of-the-Art Materials (070)
EDRS Price—MF01/PC02 Plus Postage
Descriptors—*Career Choice, *Career Development, *Concept Formation, *Family Influence, *Peer Influence, Decision Making, Environmental Influences, Parent Influence, Racial Factors, Research Needs, Sex Differences, Vocational Education
Identifiers—Significant Other

This monograph on significant other influence and vocational development begins with a short historical overview of the concept of 'significant other'. The author then presents a summary of the ways in which the concept has been measured and reviews selected empirical studies with an emphasis on findings related to race, sex, and residence. The conceptual and methodological needs for future research are discussed. In conclusion, the author relates the relevance of these concepts and conclusions to vocational educators. (BM).

ED 186 760 **CE 025 421**
Jung, Steven M.
Proprietary Vocational Education. Information Series No. 197.
Ohio State Univ. Columbus. National Center for Research in Vocational Education
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.
Pub Date—80
Contract—300-78-0032
Note—49p
Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd. Columbus, OH 43210 ($3.25)
Pub Type—Information analyses/State-of-the-Art Materials (070)
EDRS Price—MF01/PC02 Plus Postage
Descriptors—*Enrollment, *Program Administration, *Program Descriptions, *Proprietary Schools, *Student Characteristics, *Vocational Education. Accreditation Institutions, Faculty, Government School Relationship, Job Placement, Program Costs, Program Effectiveness, Recruitment, State Standards, Teaching Methods

This monograph on proprietary vocational education provides an overview of proprietary education which is intended for vocational educators who may not be familiar with proprietary schools. The author begins with a description of numbers and types of proprietary schools and includes information on population characteristics, chartering, licensing, accreditation, patterns of corporate organization, and enrollment statistics. Distinctive operating characteristics are then discussed, such as length of programs and costs; student recruitment; instructional methods and faculty; and placement services. The nature of proprietary school students, training outcomes, consumer abuse and government regulation are also discussed. In conclusion, the author summarizes prospects for the future. (BM).

ED 186 761 **CE 025 422**
Heddesheimer, Janet C.
Vocational Education and Mid-Career Change. Information Series No. 198.
Ohio State Univ. Columbus. National Center for Research in Vocational Education
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.
Pub Date—80
Contract—300-78-0032
Note—36p
Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd. Columbus, Ohio 43210 ($2.80)
Pub Type—Information analyses/State-of-the-Art Materials (070)
EDRS Price—MF01/PC02 Plus Postage
Descriptors—*Adults, *Career Change, *Career Counseling, *Delivery Systems, *Educational Strategies, *Vocational Education, Career Development Educational Resources, Individual Characteristics, Individual Needs, Research Needs

This monograph on vocational education and mid-career change represents an attempt to survey the diverse points of view concerning modes of service delivery to adults making mid-career changes. In addition, this paper describes the characteristics of those who make changes in mid-career, provides an overview of career development theory, discusses the needs of mid-career changers, and provides information on available strategies and resources to serve mid-career changers. Finally, the implications for research and practice are discussed. (BM).

ED 186 762 **CE 025 423**
Spetz, Sally H. And Others
Current and Future Employment Opportunities in New and Emerging Occupations within Illinois. Final Project Report.
Conserva, Inc. Raleigh, N.C.
Spons Agency—Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education
Pub Date—80
Contract—R-35-30-X-0222-206
Note—67p.; For related documents see CE 024 424-430
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01/PC03 Plus Postage
Descriptors—*Demand Occupations, *Employment Opportunities,

*Employment Projections, *Labor Needs, *Occupational Information, Administrators, Animal Facilities, Curriculum Research, Employment Patterns, Employment Qualifications, Farm Management, Institutional Administration, National Surveys, Occupational Surveys, Podiatry, Rehabilitation Centers, Solar Radiation, State Surveys, Statewide Planning, Technical Occupations

Identifiers—Emerging Occupations, Illinois, Industrial Health, Therapeutic Recreation

An Illinois project identified new and emerging occupations within the state and determined the types, levels, and distribution of new vocational education curricula needed to meet employment demands for skilled workers in those occupations. Project staff reviewed similar national research efforts, recently enacted Illinois legislation, and technical and trade journals to identify potential new occupations. Telephone contacts were made with over 450 individuals nationwide, representing industries, educational institutions, professional and trade associations, government agencies, labor unions, service organizations, and private employers. Study findings identified seven new and emerging occupations for which new curricula should be offered: biomedical equipment technician, industrial hygiene technician, podiatric assistant, therapeutic recreation technician, swine confinement facility assistant manager, solar energy technician, and halfway house resident manager. Each was described in terms of job duties, educational requirements, typical employers, present sources of workers, linkages with established occupations or industrial sectors, and current and projected estimates of statewide manpower demand. (A curriculum planning and resource guide for each occupation is available separately. See Note.) Further, twelve occupations were identified as potential new and emerging occupations, due to pending legislation, technology, or borderline demand estimates. (Job duties and exclusion criteria are provided for approximately forty occupations which did not qualify.) (YLB).

ED 186 770 CE 025 432

Mills, Joe D.

Development and Validation of a Competency-Based Preservice/Inservice Learning System for Vocational Teachers. Final Report.

Florida State Dept. of Education, Tallahassee. Div. of Vocational Education

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—77

Contract—G007603814

Note—56p. ; Some of the appendix materials will not reproduce well due to light and broken type

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Competence, *Competency Based Teacher Education, *Curriculum Development, *Individualized Instruction, *Multimedia Instruction, *Skills, Administration, Criterion Referenced Tests, Delivery Systems, Evaluation Criteria, Inservice Teacher Education, Instructional Materials, Objectives, Preservice Teacher Education

The purpose of this project was to develop and field test a modularized, individualized, multimedia learning system designed to produce vocational instructors who are competent to implement and manage a totally individualized curriculum delivery system. A team of instructional designers worked with practicing vocational teachers and teacher educators to (1) determine the competencies and objectives of the system; (2) determine the content of instructional materials; and (3) formatively evaluate the instructional materials. Project effort resulted in a learning system called FACIT (Florida's Approach to Competency-Based Individualized Teaching). The system consists of thirty-one competencies, organized into six components: goal setting, objectives, criterion-referenced testing, learning experiences, evaluation, and instructional management. Each competency has at least one print-learning option, and most include a second learning option in an alternative medium. Three conclusions of the study are that (1) there are a set of commonly agreed-upon competencies central to the individualization of competency-based instruction; (2) FACIT is a unique approach that includes elements of many other theoretical and practical approaches; and (3) FACIT provides a model for the concepts it is designed to teach. (FACIT competencies and objectives, bibliographic citations of over 200 materials reviewed, and a list of 46 FACIT instructional materials are included as appendixes.) (MEK).

ED 187 847 CE 023 640

Charters, Margaret A.

Vocational Education for Older Adults. Information Series No. 203.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Pub Date—80

Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd. Columbus, OH 43210 ($2.80)

Pub Type—Information analyses/State-of-the-Art Materials (070)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Adult Vocational Education, *Employment Opportunities, *Older Adults, *Program Development, *Retirement, *Retraining, Age Discrimination, Educational Policy, Legislation, Program Descriptions

Identifiers—Age Discrimination in Employment Act, Social Security Act Amendments 1977

This review and synthesis of research on vocational education for older adults focuses on members of society in the sixty-five-and-older age group who have retired from the labor force but not from the productive population. The author addresses ways in which vocational educators can facilitate utilization of the resources represented by those in this age group through postretirement vocational education and training. Following are some of the topics discussed in this paper: factors in society affecting the potential number of labor force participants over age sixty-five; the Age Discrimination in Employment Act (P. L. 95-256); Social Security Act Amendments; implications for full- or part-time paid employment; changing avocations into vocations; implications for volunteerism; implications for the consumer role; potential barriers to vocational programming for older adults; and programs and policies facilitating vocational education/training for older adults. (BM).

ED 187 848 CE 023 642

Asche, F. Marion Vogler, Daniel E.

Assessing Employer Satisfaction with Vocational Education Graduates. Information Series No. 204.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—80

Contract—300-78-0032

Note—48p

Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd. Columbus, OH 43210 ($3.25)

Pub Type—Information analyses/State-of-the-Art Materials (070). Reference Materials—Bibliographies (131)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Employer Attitudes, *Graduates, *Job Performance, *Research Methodology, *Vocational Education, *Vocational Followup, Educational Policy, Employers, Identification, Postsecondary Education, Research Design, Research Needs, Research Problems, Secondary Education, Students

This review of the literature on employer satisfaction with vocational education graduates is based on a search for representative studies with different methodologies and from different sources. Observations made are organized into four basic categories: (1) theoretical considerations in conducting research; (2) methodological considerations in the design of studies; (3) the identification of vocational students; and (4) the identification of employers. Selected conclusions from this section are these: an accurate measure of employer satisfaction should be developed; universal and workable definitions for terms such as graduates, completers, leavers, and employers must be used; and variances for curriculum and types of programs must be made. Reasons cited and developed in the paper for assessing employer satisfaction with vocational education graduates are to validate worth; identify needed improvements; improve education/employer relations; improve guidance services; bolster recruitment; enhance labor force capability; and satisfy legislative mandates. Five proposed policy and research positions conclude the paper.

They include those concerning philosophical issues about the collection of information and the actual collection of information and its subsequent use. (Abstracts of the documents reviewed are appended—ten general employer surveys and eighteen employer follow-up studies.) (MEK).

ED 187 856 CE 024 747

Finch, Alton V. Comp

Career Education in Business Education: 1. Classroom Teachers Handbook.

National Business Education Association, Reston, Va

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—80

Contract—300-78-0414

Note—198p. ; Pages with small type will not reproduce well. For related documents see CE 024 743-750

Available from—National Business Education Association, 1906 Association Drive, Reston, VA 22091 ($9.50)

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC08 Plus Postage

Descriptors—*Business Education, *Career Choice, *Career Education, *Economics, *Occupational Information, *Values Clarification, Career Awareness, Career Exploration, Decision Making, Educational Games, Human Relations, Instructional Materials, Integrated Curriculum, Job Search Methods, Learning Activities, Lesson Plans, Postsecondary Education, Secondary Education, Self Concept, Teaching Guides, Work Attitudes

This handbook contains samples of instructional materials for teaching career education concepts in the business classroom—lesson plans, factual information, games, and exercises. While many of the examples are in a form readily usable by students, other examples have been edited or condensed to fit the handbook format. All original sources are given in the table of contents and include mailing adresses for the materials. Unit I provides an introduction. Units II and III contain materials pertinent to (1) the philosophy, goals, and objectives of career education and (2) career education and the teaching/learning process. Instructional materials relating to career education concepts are found in Unit IV, which is divided into six sections: Occupational Information (including information of fifty-six business occupations), Job Getting and Maintaining, Career Decision Making, Values—Self-Appraisal, Personal Traits—Human Relationships, and Economic Awareness. Unit V is an annotated bibliography that describes both the original sources of the materials and other sources of career education materials. Materials are classified as local, state, and national education agencies; annotated periodicals; other periodicals; theses; and commercial books and other curriculum materials. An appendix gives the mailing address for the state coordinators of career education. (YLB).

ED 187 857 CE 024 748

Poland, Robert, Ed

Career Education in Business Education: 2. Methods for Involving the Business Community.

National Business Education Association, Reston, Va

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—80

Contract—300-78-0414

Note—76p. ; For related documents see CE 024 747-750

Available from—National Business Education Association, 1906 Association Drive, Reston, VA 22091 ($4.95)

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055). Information analyses/State-of-the-Art Materials (070)

EDRS Price—MF01/PC04 Plus Postage

Descriptors—*Business Education, *Career Education, *Government School Relationship, *School Business Relationship, *School Community Relationship, Advisory Committees, Business, Community Programs, Cooperation, Cooperative Programs, Job Placement, Material Development, Organizational Communication, Postsecondary Education, Professional Associations, Secondary Education, Unions, Work Experience Programs, Youth Clubs, Youth Programs

The nine articles in this monograph deal with techniques for increasing communication between the professional world of business and business education with respect to career education. The first article stresses the need for communication between schools and the related business community. In the second article school-related experiences that involve both the related business community and the school are reviewed and their implications for career education delineated. Work experience programs and vocational youth clubs are discussed. The next four articles focus on possible assistance from advisory committees, community-related programs, professional business organizations, and labor unions in career education. Organizations and their available services are briefly discussed, and source (and address) of additional information is identified. The seventh article presents ideas on effective use of the government by business teachers in delivering career education. The eighth article offers suggestions for collaboration from the business community and development of workable linkages between business and schools. In the final article these vehicles for community involvement are proposed: work experience models, work experience for teachers, job placement, and development of high quality career materials. (YLB).

ED 187 858 CE 024 749

Ristau, Robert A.

Career Education in Business Education: 3. Strategies for Implementation.

National Business Education Association, Reston, Va

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—80

Contract—300-78-0414

Note—63p. ; For related documents see CE 024 747-750

Available from—National Business Education Association, 1906 Association Drive, Reston, VA 22091 ($4.50)

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Business Education, *Career Development, *Career Education, *Program Implementation, *Teacher Responsibility, *Teacher Role, Attitudes, Business Education Teachers, Career Awareness, Career Exploration, Economics, Integrated Curriculum, Interpersonal Competence, Life Style, Postsecondary Education, Program Evaluation, Secondary Education, Self Concept, Teacher Influence, Values Education, Vocational Education, Work Attitudes

This monograph covers strategies, methods, and practices best suited for infusing career education into the teaching of business. Chapter 1 considers the relationship between business education and career education, including the career education movement, career development tasks, responses of business education, and goals and objectives of business education programs. The remaining chapters address ways in which infusion can take place within business education. Chapters 2-4 concern the three primary components of career education: developing attitudes and values, career exploration, and career preparation. Issues of the first phase addressed in chapter 2 include importance of the teacher, self-concept in career development, life style concepts, work values and perceptions of work, and economic and social awareness. Chapter 3 discusses the career exploration process, need for career exploration, approaches to implementation, career clusters and job families, objectives, and materials and activities. Concerns of career preparation emphasized in chapter 4 include new challenges for business education (overcoming sex stereotyping, and student recruitment), need for business educators to relate to nontraditional and emerging occupations, placement and followthrough, using community resources, and need for instructional innovation. Chapter 5 addresses evaluating career education, including approaches and using the results. Each of these final four chapters concludes with a summary of the business teacher's role. (YLB).

ED 187 859 CE 024 750

Calhoun, Calfrey C.

Career Education in Business Education: 4. Current Status and Future Direction.

National Business Education Association, Reston, Va

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—80

Contract—300-78-0414

Note—43p. ; Small type and italics will not reproduce well. For related documents see CE 024 747-749

Available from—National Business Education Association, 1906 Association Drive, Reston, VA 22091 ($4.00)

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Business Education, *Business Education Teachers, *Career Education, *Information Needs, *Teacher Attitudes, *Teacher Participation, Integrated Curriculum, National Surveys, Needs Assessment, Postsecondary Education, Secondary Education

Identifiers—National Business Education Association

A National Business Education Association (NBEA) survey (spring 1979) sought to gather information and views from NBEA members regarding the status and need for career education in business programs and to identify the types of assistance members needed to further their active participation in career education. The survey focused on four topics: (1) career education in the schools, (2) integration of career education into business education, (3) attitudes toward career education, and (4) needed assistance. Findings indicated that about half of the respondents worked in school and school districts where career education programs existed. Seventy-five percent integrated career education on a daily or weekly basis. The most frequent problems anticipated in increasing time spent on career education included not enough instructional time, lack of money, and low priority of career education integration. Attitudes toward career education were mostly positive, and respondents favored their continued and increased participation in career education. Respondents wanted services and materials of all kinds related to what and how they taught and regarded NBEA as a suitable agent for them. Career education information needed included information on instructional materials and teaching techniques. State education agencies, NBEA, and local school districts were preferred as sources of career education information. (The questionnaire is appended.) (YLB).

ED 187 861 **CE 025 079**

A Demonstration: Effecting Incremental Improvements in K-12 Education. Final Report, July 1, 1978-September 30, 1979.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.

Pub Date—79

Contract—G0078C0019

Note—73p. ; For related documents see ED 163 226 and ED 167 775

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Career Education, *Demonstration Programs, *Program Development, *Program Implementation, *Program Improvement, Educational Research, Elementary Secondary Education, Program Costs, School Districts

Identifiers—Alliance of Career and Vocational Education, Education Amendments 1974, National Center Research in Vocational Education

A project was conducted to (1) determine how to install comprehensive career education programs on a districtwide basis when development and field testing have been completed, and (2) determine how to transport effective career education programs from school districts that have them to school districts that need them. Project objectives were met through the involvement of nine school districts in the Alliance of Career and Vocational Education. The National Center for Research in Vocational Education staff provided training for career education directors and career education curriculum materials for teachers to facilitate program implementation in the nine districts. As a result of project activities, it was found that four major factors influenced the transportability and installation of Alliance programs: (1) goal and model congruence, (2) cost, (3) ease of installation, and (4) staff and community involvement. Evaluation data indicated that the career education programs were received equally well by staff and students in the five ongoing districts and four new districts. (LRA).

ED 187 875 **CE 025 312**

Brown, Judy Palmer And Others

Sex Bias Barriers to Vocational Education Enrollment. Final Report.

Oklahoma State Dept. of Education, Oklahoma City. Div. of Vocational-Technical Education

Spons Agency—Oklahoma State Advisory Council for Vocational-Technical Education, Oklahoma City

Pub Date—80

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01/PC04 Plus Postage

Descriptors—*Sex Bias, *Sex Stereotypes, *Vocational Education, Administrator Attitudes, Counselor Attitudes, Educational Research, Employer Attitudes, Females, Males, Parent Attitudes, Sex Role, Student Attitudes, Teacher Attitudes

Identifiers—Oklahoma

A study was conducted to identify barriers and develop programatic strategies necessary to overcome those barriers that deter both male and female students from enrolling in vocational education programs of their choice. The study utilized a modified delphi technique to collect the perceptions of the sample groups wanting to enroll in contraditional vocational programs. The target groups included students, parents, teachers, counselors, administrators, and employers. Group ranking of the barriers revealed the following were the highest ranked barriers: (1) loss of feminity or masculinity; (2) parent pressures, resistance, and traditional expectations; (3) peer pressure by ridicule, isolation, alienation, or exclusion; (4) tradition; (5) need for friends of same sex in class; and (6) inhibition due to being in the minority sex. (Results of a two-day seminar with nationally recognized experts in the field of educational sex bias are reported along with suggested strategies for overcoming selected barriers. The survey instruments are appended.) (LRA).

ED 187 876 **CE 025 317**

Fruehling, Rosemary T.

A Cross-Sectional Study of the Origins and Development of Vocational Needs of High School Students. Final Report.

Minnesota State Dept. of Education, St. Paul. Div. of Vocational and Technical Education

Pub Date—80

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01/PC12 Plus Postage

Descriptors—*Educational Needs, *Needs Assessment, *Socioeconomic Background, *Student Needs, *Vocational Education, Age Differences, High School Students, Junior High School Students, Sex Differences, Surveys

A study was conducted to answer two main questions: (1) What are the vocational needs of high school students? and (2) What are the life history correlates of such vocational needs? Over 1,750 high school students in grades 8 through 11 were administered a measure of vocational needs, the Minnesota Importance Questionnaire, and a questionnaire designed to elicit life history information, the Student Information Blank. The results of the study contain preliminary evidence that suggests the existence of similar average patterns of needs across grade, sex, and sex-by-grade groups. It was found that the most important vocational need for all groups was ability utilization. In addition, the findings contained preliminary evidence that background data are related to vocational needs. However, while there was evidence linking background data meaningfully to vocational needs, there was little evidence to support the generalizability of findings across groups. (The Student Information blank, data collection exhibits, and summary statistical data are appended.) (LRA).

ED 187 879 **CE 025 390**

Grisafe, John P.

Occupational Assessment Handbook.

Riverside County Superintendent of Schools, Calif

Pub Date—79

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Tests, Questionaires, Evaluation instruments (160)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Ability, *Ability Identification, *Occupational Tests, *Program Development, *Vocational Aptitude, *Vocational Interests, Adult Education, Aptitude Tests, Career Education, Disabilities, Elementary Secondary Education, Interest Inventories, Job Skills, Predictive Measurement, Program Implementation, Scoring, Testing, Test Interpretation, Work Sample Tests

Identifiers—Work Evaluation

This handbook contains suggested guidelines for planning and implementing an occupational assessment program and an overview of fifty-one occupational assessment instruments. The guidelines cover these topics: instrument selection and use, administration, scoring, and interpretation. Each of these reviews of occupational interest and ability assessment instruments contain the following information in a one-page format: reference number, title, copyright, vendor, type/use of instrument, target populations, instrument format, scoring, interpretive format, reading level, administrative time, and space for notes. For quick reference, a chart identifying the major factors of the reviews—type, target population, scoring, reading level, and administrative time—and a list of the vendors are included at the back of the document. (YLB).

ED 187 883 CE 025 409

Botterbusch, Karl F.

Psychological Testing in Vocational Evaluation.

Wisconsin Univ.—Stout, Menomonie. Dept. of Rehabilitation and Manpower Services. Materials Development Center

Spons Agency—Rehabilitation Services Administration (DHEW), Washington, D.C.

Pub Date—78

Contract—12-P-55307/5

Note—101p

Available from—Materials Development Center, Stout Vocational Rehabilitation Center, University of Wisconsin—Stout, Menomonie, WI 54741 ($2.00)

Pub Type—Reference Materials—General (130). Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01/PC05 Plus Postage

Descriptors—*Diagnostic Tests, *Occupational Tests, *Psychological Testing, *Standardized Tests, *Test Selection, *Vocational Rehabilitation, Evaluation, Testing, Test Norms, Test Reliability, Test Reviews, Test Validity, Verbal Tests

Identifiers—Vocational Evaluation

This publication is designed to help vocational evaluators wisely select and use tests within the context of the referral questions and the individualized evaluation plan. The first of two parts contains information on why tests are used in evaluation, problems with tests, and how to select tests. Part 2 contains a review of specific tests that either have been found to be successful within vocational evaluation or have this potential. A total of thirty-six tests are included in the following areas: achievement batteries and reading tests; character and personality; intelligence; multi-aptitude batteries; vocations: clerical; vocations: interests; vocations: manual dexterity; and vocations: mechanical ability. For each test, the following information is provided: purpose, final score, description (including administration, content, and scoring), materials required, appropriate groups, technical considerations (including norm groups, reliability, and validity), American Psychological Association level, sources of information, availability, and comments. The addresses of the test publishers are appended. (LRA).

ED 187 884 CE 025 431

Drewes, Donald W. And Others

Vocational E.S.P. Planning System. Planning Vocational Education for Special Populations.

Conserva, Inc. Raleigh, N.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—80

Contract—300-78-0586

Note—602p

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF03/PC25 Plus Postage

Descriptors—*Exceptional Persons, *Management by Objectives, *Statewide Planning, *Systems Development, *Vocational Education, Disabilities, Disadvantaged, Educational Planning, Guidelines, Minority Groups, Needs Assessment, Objectives, Policy Formation, Program Development, Program Evaluation, Resource Allocation

Identifiers—Management Evaluation Review for Quality, MERQ

This guide for implementing the Vocational Education for Special Populations (ESP) Planning System is designed to assist states in modifying their planning procedures to be more responsive to the needs of special populations. Chapter 1 briefly describes the historical evolution of the concern for those with special needs and the emergence of planning as a rational approach to allocation of resources. The merger of these themes in present vocational education legislation is also discussed, and finally, the organizing framework of the planning model is presented. Chapter 2 presents the self-assessment guide which parallels the criteria contained in the Office of Education's Management Evaluation Review for Quality (MERQ) process. The procedures presented in chapters 3 through 8 are organized around the following six topical areas which categorize the evaluation criteria used in the MERQ assessment of state planning: policy development; needs assessment; goal formation; development of objectives; identification of programs, services, and activities to meet objectives; and allocation of resources. The planning procedures presented are generic to the extent that they do not focus on particular special populations, but rather they can be applied to any special population(s) of concern to the state. (BM).

ED 187 890 CE 025 450

Lavaty, Evelyn

Planning a Vocational Program through Inter-District Cooperation.

Nebraska State Dept. of Education, Lincoln. Div. of Vocational Education

Pub Date—80

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Cooperative Planning, *Institutional Cooperation, *Program Development, *Program Proposals, *School Districts, *Vocational Education, Financial Support, Guidelines, Interdistrict Policies, Program Implementation, Records Forms, Secondary Education, Shared Facilities

This guide provides information regarding the development of a vocational cooperative whereby neighboring school districts may share vocational programs at a central location or at several sites on a cost-sharing basis. Chapter 1 presents procedures involved in the initial planning stage. Chapter 2 outlines the development of a proposal, and chapter 3 outlines the development of educational specifications needed for implementation. The final chapter includes appended information and forms, such as definitions; a copy of the Interlocal Cooperation Act; a sample of the resolution-participation agreement; procedures for organizing an administrative council; the organizational format for a joint agreement; and an application to participate in a secondary vocational program through cooperative arrangement. (BM).

ED 187 892 CE 025 544

Darcy, Robert L.

Some Key Outcomes of Vocational Education: A Report on Evaluation Criteria, Standards, and Procedures. Research and Development Series No. 192.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—80

Contract—300-78-0032

Note—82p

Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd. Columbus, OH 43210 ($4.50)

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC04 Plus Postage

Descriptors—*Evaluation Criteria, *Evaluation Methods, *Outcomes of Education, *Vocational Education, Educational Research, Information Needs, Pilot Projects, Program Evaluation, Standards

Two research questions are addressed in this report: What outcomes are appropriate and feasible to use as criteria for evaluating vocational programs? and What procedures can be used for evaluating vocational education on the basis of specified outcome criteria? Following brief reference to earlier studies on vocational education outcomes, fifteen possible outcomes are listed and discussed in terms of their importance, appropriateness, and feasibility for use in evaluation: improving basic educational skills, development of useful occupational skills, reducing the risk of unemployment, acquiring world-of-work knowledge, effect on educational commitment, development of leadership qualities, postsecondary educational progress, level of postschool earning, satisfaction with current school experience, job-search time, satisfactoriness to employers, attractiveness of the community for industrial development, employment opportunities for minority workers, job placement in training-related fields, and development of self-help skills. Fourteen essential elements of information for an evaluation study are then identified and notes are provided for operationalizing each of the fifteen outcomes. Finally, a brief report is given of a pilot study testing one outcome (reducing the risk of unemployment for minority youth) carried out with vocational education personnel in two states. Findings are summarized and recommendations made for further research, development, and evaluation activities. (JT).

ED 187 894 CE 025 546

Cheek, Jimmy G. Comp

Summaries of Research and Development Activities in Agricultural Education, 1978-1979, United States of America.

Florida Univ. Gainesville. Inst. of Food and Agricultural Sciences

Spons Agency—American Vocational Association, Washington, D.C. **Agricultural** Education Div

Pub Date—79

Pub Type—Reference Materials—Bibliographies (131). Reports—Descriptive (141)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Agricultural Education, *Educational Development, *Educational Research, *Vocational Education, Abstracts, Academic Achievement, Agricultural Engineering, Agricultural Research Projects, Attitudes, College Students, Curriculum, Curriculum Development, Developing Nations, Educational Needs, Evaluation, Extension Agents, Extension Education, Horticulture, Instructional Materials, Job Skills, Livestock, Program Development, Program Evaluation, Reference Materials, Research Projects, Student Organizations, Teacher Education, Teaching Methods, Vocational Education Teachers, Youth Programs

Identifiers—United States

This compilation includes abstracts of 165 research and development studies in agricultural education completed during the period July 1, 1978, to June 30, 1979. Fifty-three of the compiled studies represent staff research, seventy-eight represent master's theses, and thirty-four represent doctoral dissertations. Studies are arranged alphabetically by state and alphabetically by author within states. Entries contain the purpose, method, and findings of the research and development activities. A comprehensive subject index, utilizing ERIC descriptors, is included. Among the topics included are adult education, agribusiness, curriculum, economics, employment, forestry, leadership, program evaluation, women, etc. Studies reported as being in progress during 1979-80 are also compiled, arranged alphabetically by state and by author within states. In progress were sixty-eight doctoral dissertations. A listing (by ED numbers) of where to find previous summaries of studies in agricultural education is also included. (LRA)

ED 187 902 CE 025 566

Hunter, Alain And Others

Identification and Validation of Criteria for Determining When Competency of Handicapped Persons Is Better Developed On-the-Job and When It Is Better Developed in a Formal Technical Course. Report of Phase I.

Illinois Univ. Urbana. Bureau of Educational Research

Spons Agency—Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education

Pub Date—79

Contract—RD1-A9-164

Note—159p

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01/PC07 Plus Postage

Descriptors—*Criteria, *Disabilities, *Off the Job Training, *On the Job Training, *Training Methods, *Vocational Education, Competence, Employer Attitudes, Interviews, Job Skills, Postsecondary Education, Secondary Education, Vocational Schools

Identifiers—Illinois

The intent of this study was to address the process of selection of an appropriate training setting based upon criteria being used by employers and educators in Illinois who plan for the vocational education of handicapped persons. Study 1, a pretest of the questionnaire, quantified the criteria for determining the better approach for training handicapped trainees. Study 2, the pilot of the study, determined what criteria were being used for determining which method of training was appropriate for various conditions and levels of handicap. The study determined that the twenty-four criteria reported by Evans et al. appear to apply to programs for training persons with handicaps, but that a twenty-fifth criterion needs to be added—evaluation of training. The criteria included those that were institution related (5), quality and speed related (4), competency related (6), trainee related (5), and other (4). The preferred training was a combination of classroom/laboratory and on-the-job training. (Appendixes, amounting to approximately two-thirds of the report, include an extract of the Evans et al. twenty-four criteria and survey forms.) (YLB).

ED 187 904 CE 025 571

Halasz-Salster, Ida And Others

Brief Case Histories of State Dissemination Program Articulation.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—79

Contract—OB-NIE-G-78-0211

Note—68p

Pub Type—Reports—Descriptive (141). Reports—Research/Technical (143)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Articulation Education, *Information Dissemination, *State Departments of Education, *Vocational Education, Case Studies, Comparative Analysis, Cooperation, State Surveys

Identifiers—Illinois, Indiana, Michigan, South Carolina, Texas, Utah

Site visits were conducted at six state departments of vocational education (Texas, Illinois, Utah, South Carolina, Michigan, and Indiana) to assess the level of articulation with related educational dissemination agencies. These states represented a variety of settings which illustrated the effects of geography, population size, levels of past and present educational dissemination activity, awareness and usefulness of an approved state plan, and physical proximity of staff members on the levels of articulation. It was observed that articulation is greatly enhanced when the amount of informal communication between staff members is high. Formal interagency agreements are not a guarantee of cooperation, although periodic communication and meetings are essential to maintain awareness. Generally there is a lack of funds to adequately use existing resources. Streamlining of organizational personnel structuring would greatly facilitate present levels of articulation. The overall level of articulation in these states is not high, but, it was noted that there is great willingness to participate and increase the amount of articulation. (The six case histories are presented individually.) (Author/LRA).

ED 187 923 CE 025 613

Working for You: A Guide to Employing Women in Nontraditional Jobs.

Wider Opportunities for Women, Inc. Washington, D.C.

Pub Date—79

Available from—Wider Opportunities for Women 1511 K St. NW, Washington, DC 20005 ($2.50)

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Employment Practices, *Females, *Job Placement, *Nontraditional Occupations, Employed Women, Employer Attitudes, Recruitment, Vocational Adjustment

Intended to be used by employers, this guide is an informal survey of Wider Opportunities for Women, Inc. 's experience with a number of employers who have successfully placed women in non-traditional jobs. Employers' stories of successes and failures are presented in four sections: (1) personnel plans and administrative commitment; (2) recruitment strategies; (3) breaking-in time; and (4) the long-term effects of employing women in non-traditional positions. The guide contains photographs of women performing jobs which are nontraditional to their sex and uses direct quotes from employers and placement services to illustrate the points made relative to successful placement practices. A three-page annotated list of resources on women in non-traditional jobs is appended. (MEK).

ED 187 924 CE 025 622

Minugh, Carol J. Tiger, Miller R.

Extending the Benefits of Vocational Education to Indian Populations. Integrated Planning Package. Research and Development Series No. 183.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—80

Contract—300-78-0032

Note—183p

Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd. Columbus, OH 43210 ($15.00)

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055). Reference Materials—Bibliographies (131)

EDRS Price—MF01/PC08 Plus Postage

Descriptors—*American Indians, *Needs Assessment, *Organizational Communication, * *Program Development, *Statewide Planning, *Vocational Education, Abstracts, Agency Role, Alaska Natives, Educational Planning, Hawaiians, Organization, Program Implementation, State Agencies, Surveys

Developed for use by state vocational personnel, this integrated planning package contains five sections describing activities that combine to form a unified system for effective planning of vocational programs for American Indian populations. The first section introduces the package, overviews the other sections, discusses state agency involvement and responsibility, presents three alternative organizational structures, and provides a (one-year) time frame. The emphasis of section 2 is on integrating the Indian population into the total state plan. It provides information on four areas: potential problem areas, potential matching funds, suggested activities for inclusion in state plans, and procedures for participating in state-funded programs. Developing a communication network between and among state vocational education agencies, local vocational education programs, and Indian populations is the subject of section 3. Section 4 recommends procedures to guide a state vocational agency in planning, implementing, and utilizing a needs assessment. Topics include steering committees, survey team, community survey, publicity, and survey instruments. (Sample surveys are provided.) Abstracts of successful vocational programs are included in section 5 to assist in the development of programs that specifically address Indian population needs. In-depth studies on seven of these programs provide additional information on program curriculum, financing, staffing, planning, and implementation. (YLB).

ED 187 925 CE 025 624

Winkfield, Patricia Worthy And Others

Bridges to Employment: Recruitment and Counseling Practices for Disadvantaged, Unemployed, Out-of-School Youth in Vocational Programs. Book One. Research and Development Series No. 185.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—80

Contract—300-78-0032

Note—127p. ; For a related document see CE 025 625

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01/PC06 Plus Postage

Descriptors—*Counseling Techniques, *Disadvantaged Youth, *Employment Problems, *Out of School Youth, *Student Recruitment, *Vocational Education, Program Improvement, Unemployment, Youth Employment, Youth Problems

Identifiers—United States

This manual is designed for those who are responsible for recruiting and counseling disadvantaged youth who have terminated their education before graduation. The first of six chapters presents an overview of the manual, discusses recent federal legislation that has focused on unemployment, and defines terms used in the manual. Chapter 2 describes strategies and practices used to identify and attract disadvantaged, unemployed, and out-of-school youth into vocational programs. Four major areas of practices are included: referrals, mass media, decentralized efforts, and social prestige. Focusing on the role of counseling in vocational training programs, six counseling practices are outlined in chapter 3: intake, assessment and information sharing, orientation, monitoring and support during training, job readiness, and follow-up. Chapter 4 lists reference points or benchmarks by which student and program success are measured. Following a summary chapter, the final chapter contains a list of additional readings, a chronological list of federal legislation, and a list of example programs that recruit and counsel disadvantaged, unemployed, and out-of-school youth. (LRA).

ED 187 926 CE 025 625

Johnson, Marion T.

Bridges to Employment: Practices for Job Development, Placement, and Follow-Through of Unemployed Youth for Vocational Education and Manpower Training. Book Two. Research and Development Series No. 186.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—80

Contract—300-78-0032

Note—265p. ; For a related document see CE 025 624

Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd. Columbus, OH 43210 ($8.25)

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01/PC11 Plus Postage

Descriptors—*Employment Potential, *Job Development, *Job Skills, *Unemployment, * *Vocational Education, *Youth Employment, Activities, Career Development, Career Education, Disadvantaged Youth, Job Placement, Job Search Methods, Needs Assessment, Occupational Information, Program Improvement, Skill Development, Vocational Followup

This manual is a list of verified vocational education activities that relate to job development, job placement, and job follow-up/follow-through services. The activities incorporate information on employability skill development, occupations and labor market, job search training needed for the disadvantaged, student needs assessment, and student development. The manual includes three chapters in addition to the introduction. The introduction provides an overview of the manual and a synopsis of legislation related to the disadvantaged. Chapter 2 contains the suggested approaches for vocational educators and others working with the disadvantaged. Descriptions of each activity include nine subject headings: Activity, Objective, Procedure, How Activity Conducted, Information Source, Personnel, Expected Outcome, Concerns of Conducting Activity, and Solutions. Chapter 3, Recommendations, offers additional suggestions for improving general job development, job placement, and job follow-up/follow-through services in vocational education. The chapter is divided into four major sections: social, political, legal, and economic recommendations. The final chapter contains an annotated list of further readings. (LRA).

ED 187 927 CE 025 626

Starr, Harold And Others

Coordination in Vocational Education Planning—Barriers and Facilitators. Research and Development Series No. 187.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—80

Contract—300-78-0032

Note—56p

Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd. Columbus, OH 43210 ($3.80)
Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01/PC03 Plus Postage
Descriptors—*Cooperative Planning, *Coordination, *Educational Cooperation, *Educational Planning, *Vocational Education, Administrator Guides, Agency Cooperation, Methods, Problems, Relationship

This monograph is intended to provide readers with a more informed understanding of the current state of coordination in vocational education planning. The report consists of three chapters and two appendixes. Following the introduction (chapter 1), the second chapter describes general processes and procedures that are useful for facilitating improvements in coordinative relationships in support of vocational education planning and ways for facilitating improved coordinative relationships with respect to specific problems and barriers to coordination. These barriers are presented in terms of a theoretical perspective and its operational implications. This chapter also contains examples that depict how coordination in vocational education planning is impeded by the identified barriers. Chapter 3 contains descriptions of the concept of coordination, basic necessities for interorganizational relations, and characteristics underlying coordinated behavior that can enhance or impede coordination. Chapter 3 also includes a table that cross-references facilitators to coordination, which are found in chapter 2, with facilitators to coordination derived from the literature review. Appended material includes a list of field-site coordinators and consultants who participated in the study and a list of the persons by role who participated in the dialogue sessions. (LR[illegible]).

ED 187 928 CE 025 627

Stephens, Nancy F.
Evaluation Guidelines and Practices for State Advisory Councils. Research and Development Series No. 188.
Ohio State Univ. Columbus. National Center for Research in Vocational Education
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.
Pub Date—80
Contract—300-78-0032
Note—50p
Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd. Columbus, OH 43210 ($3.25)
Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01/PC02 Plus Postage
Descriptors—*Advisory Committees, *Evaluation Methods, *Program Effectiveness, *State Departments of Education, *Vocational Education, Evaluation Criteria, Needs Assessment, Program Improvement
Identifiers—Performance Auditing, State Advisory Councils on Vocational Education

This user-oriented evaluation handbook was prepared to assist State Advisory Councils on Vocational Education (SACVE) in their efforts to respond to various evaluation responsibilities prescribed in the 1976 Vocational Education Amendments. The contents of this handbook, which include basic steps in conducting a performance audit, are divided into five chapters. Chapter 1 presents an introduction to performance auditing and discusses reviewing programs as an aid to improving them. A description of the target audience, organization of the handbook and work sheet number 1 (assessing resources) are also included in chapter 1. Chapter 2 provides background information, including a summary of SACVE evaluation responsibilities; and evaluation framework for SACVE and staff; how to use information gathered by other staff; how to collect new information through performance auditing; a description of the AIDE (Auditing to Improve Departments of Education) project; and work sheet No. 2 (SACVE Information Needs Assessment). Performance auditing is defined in chapter 3, and work sheet No. 3 (Purpose Checklist) is presented. The suggested steps in the performance auditing process are detailed in chapter 4, and work sheet No. 4 (Audience Check List) is presented. Finally, chapter 5 discusses how to use the results of the audit. The appendix provides an historical perspective on the evolution of performance auditing. (BM).

ED 187 929 CE 025 628

Spirer, Janet E.
The Case Study Method: Guidelines, Practices, and Applications for Vocational Education. Research and Development Series No. 189.
Ohio State Univ. Columbus. National Center for Research in Vocational Education
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.
Pub Date—80
Contract—300-78-0032
Note—85p
Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd. Columbus, OH 43210 ($5.50)
Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01/PC04 Plus Postage
Descriptors—*Case Studies, *Data Analysis, *Data Collection, *Program Evaluation, *Research Utilization, *Vocational Education, Educational Research, Field Interviews, Field Studies, Field Tests, Guidelines, Observation

In comparison with traditional experimental design, which is concerned with what happened, a case study approach is more appropriate for answering the question of why or how something happened. As an alternative complementary-vocational-education-evaluation approach, the case study attempts to describe and analyze some program in comprehensive terms with its idiosyncracies and complexities, frequently as it unfolds over time. Case studies have advantages—opportunities to formulate problems as the evaluation progresses, modify data categories constantly, and reduce distortion of variables—and limitations—need for special training in conducting them and careful definition of case, their length, and their generalizability. Twelve steps comprise the three stages in the case study process: pre-fieldwork; fieldwork; and analysis, verfication, and synthesis. The preliminary steps involved in case study design are setting boundaries, defining the unit of analysis, selecting a site, establishing initial contacts, developing data collection systems, and defining fieldwork procedures. The field work stage involves staff training, logistics of field operations, and data collection using qualitative methods (interviewing, observing, and gathering data unobstrusively). Steps in the final stage—analysis, verification, and synthesis—include analyzing data, reporting the findings, and utilizing the findings. (A case study puzzle and annotated bibliography are appended.) (YLB).

ED 187 930 CE 025 629

Spirer, Janet E. Ed
Performance Testing: Issues Facing Vocational Education. Research and Development Series No. 190.
Ohio State Univ. Columbus. National Center for Research in Vocational Education
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.
Pub Date—80
Contract—300-78-0032
Note—192p
Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd. Columbus, OH 43210 ($11.00)
Pub Type—Collected Works—General (020). Information analyses/State-of-the-Art Materials (070). Opinions/Personal Viewpoints/Position Papers/Essays (120)
EDRS Price—MF01/PC08 Plus Postage
Descriptors—*Educational Philosophy, *Legal Responsibility, *Performance Tests, *Program Implementation, *Test Construction, *Vocational Education, Testing, Testing Programs

Addressing issues facing vocational education on the topic of performance testing, this handbook consists of a collection of seventeen commissioned papers and reactions to the papers. Two papers are presented on each of the following types of issues that must be considered before a performance test can be constructed: philosophical, technical, legal, and implementation issues. Authors were selected to form a multidisciplinary group to address each issue, and a reaction to the two papers presented on each issue is included. The two papers on philosophical issues are authored by Henry Borow and Jack C. Willers; reactions are given by John F. Thompson. The two papers on technical issues are authored by Evelyn Perloff and Raymond Klein; reactions are given by Samuel A. Livingston. The two papers on legal issues are authored by Paul L. Tractenberg and Diana Pullin; reactions are given by William G. Buss. The two papers on implementation issues are authored by H. Brinton Milward and Curtis R. Finch; reactions are given by Janet E. Spirer. Finally, two papers are included that discuss the implications of the contents of all the papers for vocational education. These papers are authored by Robert E. Spillman, Charles D. Wade and Nellie Carr Thorogood; reactions are given by Marvin R. Rasmussen. (BM).

ED 187 931 CE 025 630

Franchak, Stephen J. And Others

Specifications for Longitudinal Studies. Research and Development Series No. 191.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—80

Contract—300-78-0032

Note—133p. ; Example forms in the appendix will not reproduce well

Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd. Columbus, OH 43210 ($6.75)

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01/PC06 Plus Postage

Descriptors—*Longitudinal Studies, *Program Evaluation, *Research Methodology, *Vocational Education, Data Analysis, Evaluation Methods, Guidelines, Outcomes of Education, Research Problems

This document is designed to provide an understanding of the major longitudinal issues and problems, a rationale for longitudinal studies, and the advantages and disadvantages of using longitudinal studies for evaluation and accountability purposes when applied to vocational education. Following an introductory chapter, chapter 2 presents a conceptual framework for longitudinal studies. The first section presents an overview of vocational education and develops the need for longitudinal studies of vocational education. The second section summarizes selected past and present longitudinal studies of vocational education. The third section examines basic concepts and issues of vocational education evaluation and accountability and their implications for longitudinal studies. The third chapter presents specifications for longitudinal studies of former vocational education students. Basic strategies and procedures enumerated include research procedure and design, longitudinal study designs, records and opinions, locating subjects and maintaining participation, data management analysis and statistical problems, and administration and management problems. The remainder of the publication includes a glossary, a bibliography, and an annotated bibliography of selected federal, state, and local longitudinal studies. (LRA).

ED 187 932 CE 025 631

Lewis, Morgan, Ed

The Status of Vocational Education, School Year 1976-77. Research and Development Series No. 193.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—79

Contract—300-78-0032

Note—175p. ; The second half of this document, consisting of data tables, will not reproduce well due to small print. For a related document see ED 181 324

Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd. Columbus, OH 43210 ($10.00)

Pub Type—Information analyses/State-of-the-Art Materials (070). Numerical/Quantative data (110). Reports—Research/Technical (143)

EDRS Price—MF01/PC07 Plus Postage

Descriptors—*Community Involvement, *Educational Resources, *Enrollment, *Program Effectiveness, *Vocational Education, Adult Vocational Education, Disabilities, Disadvantaged, Educational Trends, Employment, Employment Patterns, Enrollment Trends, Expenditures, Graduates, National Surveys, Postsecondary Education, Secondary Education, State Federal Aid, Statistical Data

Identifiers—United States

This report represents a synthesis of selected information regarding the status of vocational education during the 1976-77 school year. The first of five chapters summarizes the principal findings regarding the status of vocational education as well as the social, political, and economic contexts within which they occurred. Subsequent chapters present more detailed information regarding (1) who is being served by vocational education, (2) how well they are being served in terms of outcomes realized, (3) the resources needed to provide these services, and (4) changes that have been and are to be made in the data base that is used to support the planning, management, and evaluation of vocational education programs at the local, state, and federal levels. Data summaries based primarily upon reports submitted by the states to the United States Office of Education and materials prepared by the United States Department of Labor and the National Center for Educational Statistics are presented in the statistical appendix. (LRA).

ED 187 933 CE 025 633

Atteberry, Jim W. Stevens, David W.

A Vocational Educator's Guide to the CETA System. Critical Issues Series, No. 3.

American Vocational Association, Washington, D.C.

Pub Date—80

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Articulation Education, *Educational Cooperation, *Vocational Education, Agency Cooperation, Comparative Analysis, Employment Programs, Federal Legislation, Federal Programs

Identifiers—Comprehensive Employment and Training Act

Information is presented for the vocational educator who wants to know about the opportunities and incentives for establishing closer ties between local vocational education systems and activities authorized by the Comprehensive Employment and Training Act (CETA). The first of three sections describes the philosophical and organizational differences between vocational education and CETA. Section 2 defines each of the eight titles included in the CETA amendments. In addition, possible linkages under CETA and vocational education legislation are explored. A final section explores strategies that can be used to overcome philosophical and structural differences in the two systems. Appended is a list of information sources on CETA. (LRA).

ED 187 936 CE 025 637

Warmbrod, Catharine P.

Needs Sensing Workshop: Postsecondary Occupational Education Project, April 15-17, 1980.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Pub Date—80

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Educational Needs, *Educational Responsibility, *Institutional Role, *Research Needs, *Two Year Colleges, *Vocational Education, Ancillary School Services, Educational Planning, Energy, Institutional Administration, Institutional Cooperation, Long Range Planning, Program Development, Program Evaluation, Staff Development

Findings are reported of a workshop held to identify the priority needs of postsecondary occupational education in the 1980s and to develop a list of research and development topics based on those needs. Changes and trends identified by the panel are listed under six societal force areas: demographics, technological advances, the economy, the work place, energy, and value shifts. Possible positive responses to these changes, taking into account perceived gaps between the state-of-the-art and the kinds of institutional responses needed are given in a four-page matrix. One axis depicts seven major areas of institutional response (personnel development, program development, support services, linkages, planning/assessment, delivery systems, and administrative services). On the other axis are three critical areas of need: energy, diverse populations, and technological advances. Research and development needs are then listed for the seven areas of institutional response. The eight criteria for selecting the advisory panel (workshop participants) to assure diversity of representation and the names and addresses of the ten leaders selected are given. (MEK).

ED 187 937 CE 025 638

Warmbrod, Catharine P. And Others

Business, Industry, and Labor Input in Vocational Education Personnel Development. Second Edition. Leadership Training Series No. 59.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Ohio State Dept. of Education, Columbus. Div. of Vocational Education

Pub Date—80

Contract—OH-V-706N

Note—212p. ; For related documents see ED 159 350 and ED 156 843

Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd. Columbus, OH 43210 ($11.80)

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01/PC09 Plus Postage

Descriptors—*Cooperative Planning, *Faculty Development, *Industry, *Labor, *Program Development, *Staff Development, *Vocational Education Teachers, Advisory Committees, Community Cooperation, Educational Resources, Inservice Teacher Education, Internship Programs, Program Evaluation, Resource Materials, Teacher Workshops, Work Experience Programs

This handbook is designed to help staff development persons, departments, and agencies use various educational approaches to involve business, industry, and labor in the professional development of vocational educators. The content is in ten chapters, and each one includes one or all of the following: rationale, benefits; content (includes planning, implementing, and evaluating), selected references, and resource materials (a variety of forms, letters, suggested procedures, and other similar aids that would be useful to vocational educators). The titles of these chapters are (1) Staff Development Programs, (2) Workshops and Conferences, (3) Cooperative Internships, (4) Structured Occupational Experiences, (5) Personnel Exchange Programs, (6) Advisory Committees, (7) Resource Persons, (8) Site Visits, (9) Resource Development, and (10) Evaluating the Staff Development Program. (LRA).

ED 187 938 CE 025 639

Kanter, Harvey, Ed. Tyack, David, Ed

Work, Youth and Schooling: Historical Perspectives on Vocational Education.

Stanford Univ. Calif. Boys Town Center for the Study of Youth Development

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—79

Contract—400-78-0042

Note—523p. ; Not available in paper copy due to broken type

Pub Type—Collected Works—Proceedings (021). Information analyses/State-of-the-Art Materials (070)

EDRS Price—MF02 Plus Postage. PC Not Available from EDRS

Descriptors—*Educational History, *Educational Strategies, *Education Work Relationship, *Research Needs, *Vocational Education, Blacks, Educational Legislation, Educational Research, Employment Patterns, Females, Secondary Education, Youth Employment

This book is the product of a conference on the historiography of education and work that was held at Boys Town Center, Stanford University, on August 17-18, 1979. The central purpose of the conference and this report was to evaluate existing research and to develop and assess new interpretations of the historical development of linkages between education and work. Included in this report are the following seven papers, which were presented, critiqued, and discussed during the conference: "Enduring Resiliency: Enacting and Implementing Federal Vocational Education Legislation"; "The Adolescence of Vocational Education"; "Education and the Labor Market: Recycling the Youth Problem"; "Making It in America: Work, Education, and Social Structure"; "Marry, Stitch, Die, or Do Worse: Educating Women for Work in the American Republic"; "The Historical Development of Black Vocational Education"; and "Observations on Selected Trends in American Working-Class Historiography". An introduction summarizing vocationalism in American education is also included. These papers focus primarily on the social, economic, and political context of vocationalism in American secondary education rather than on the details of particular programs and on the broader strategies of linking school to work rather than on tactics. Certain questions are presented in the preface which emerged from the conference as a common agenda for research. (Author/BM).

ED 187 953 CE 025 686

Luchsinger, L. B. Koehler, C. R.

Comparison of the Relative Benefits of Associate Degrees Versus Certificates in Vocational Education. Final Technical Report.

Colorado State Univ. Ft. Collins. Dept. of Vocational Education

Spons Agency—Colorado State Board for Community Colleges and Occupational Education, Denver

Pub Date—80

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01/PC04 Plus Postage

Descriptors—*Associate Degrees, *Community Colleges, *Educational Certificates, *Employer Attitudes, *Vocational Education, *Vocational Schools, Comparative Analysis, Employment Practices, Graduates, Job Placement, Postsecondary Education, State Surveys

Identifiers—Colorado

A study was conducted to determine if different benefits would accrue to Colorado graduates of Associate of Applied Science Degrees (AAS), Associate of Occupational Studies Degrees (AOS), and vocational certificate programs if the programs were of equal length, occupational curriculum content, and quality of instruction. As a part of the study, an instrument for statewide use in assessing employer attitudes was developed. One hundred thirty-eight individuals representing a variety of employing agencies were surveyed. Survey results indicated that, when given two hypothetical job applicants with similar qualifications except that one applicant had an AAS degree and one had a two-year vocational certificate, 51 percent of respondents selected the AAS degree, 37 percent selected the certificate, and 12 percent had no preference for hiring. Also, when respondents were asked to rank hypothetical individuals for hiring likelihood and promotion potential, individuals with the AAS degree were ranked significantly higher than those with either the AOS degree or the two-year certificates for both hiring and promotion. (Survey instruments are appended.) (LRA).

Indexes

Subject Index

This index lists titles of documents under the major subject terms assigned to characterize their contents. The terms are taken from the *Thesaurus of ERIC Descriptors* and are in alphabetical order. As shown in the example, the accession number is displayed below and to the right of the title. Additional information about the document can be found under that number in the resume section. The symbol / / appearing after an accession number identifies a document that is not available from the ERIC Document Reproduction Service nor in the ERIC microfiche collection.

Subject Term

Consumer Education

Helping Families Adjust to Economic Change. A Project Report.

ED 181 239

Accession Number

Document Title

Ability

Occupational Assessment Handbook.
ED 187 879

Ability Identification

Occupational Assessment Handbook.
ED 187 879

Self-Assessment for Career Change: Does it Really Work? Summary Report of a Follow-up Study. Information Series No. 191.
ED 183 946

Self-Assessment for Career Change: Does It Really Work? A Follow-up Study.
ED 183 945

Academic Ability

Design and Implementation of an Assessment Model for Students Entering Vocational Education Programs in the State of Colorado. Automotive.
ED 183 883

Design and Implementation of an Assessment Model for Students Entering Vocational Education Programs in the State of Colorado. World of Work.
ED 183 887

Design and Implementation of an Assessment Model for Students Entering Vocational Education Programs in the State of Colorado. Food Preparation.
ED 183 888

Design and Implementation of an Assessment Model for Students Entering Vocational Education Programs in the State of Colorado. Sheet Metal.
ED 183 886

Design and Implementation of an Assessment Model for Students Entering Vocational Education Programs in the State of Colorado. Health Occupations.
ED 183 891

Design and Implementation of an Assessment Model for Students Entering Vocational Education Programs in the State of Colorado. Auto Body.
ED 183 884

Design and Implementation of an Assessment Model for Students Entering Vocational Education Programs in the State of Colorado. Child Care.
ED 183 889

Design and Implementation of an Assessment Model for Students Entering Vocational Education Programs in the State of Colorado. Distributive Education.
ED 183 890

Design and Implementation of an Assessment Model for Students Entering Vocational Education Programs in the State of Colorado. Drafting.
ED 183 885

Academic Achievement

Retention of Concepts Resulting from Learning by Experience. Preliminary Investigation of the Retention of Selected Reading and Mathematical Concepts Resulting from Students Enrolled in a Traditional Learning Environment and in a Learning-in-Work Environment.
ED 185 324

Accountability

Career Education Measurement Handbooks. Improving the Accountability of Career Education Programs: Evaluation Guidelines and Checklists. Research & Development Series No. 168.
ED 183 878

Activities

Eliminating Sex Bias in Vocational Youth Organizations. Summary of Project MOVE's Camp Oswegatchie Program, July 8-14, 1978.
ED 182 533

Administration

Areawide Planning in CETA. R & D Monograph 74.
ED 182 488

Administrative Organization

The American Experience in the Transition from Vocational Schools to Work: A Report to the United Nations Education, Scientific, and Cultural Organization. International Symposium on Problems of Transition from Technical and Vocational Schools to Work (Berlin, German Democratic Republic, 14-18 April, 1980).
ED 186 725

Administrative Policy

Emerging Educational Policy Issues in the Federal City: A Report from Washington. Occasional Paper No. 42.
ED 181 317

Administrator Attitudes

Industrial Arts Survey. Research and Development Project in Career Education. Final Report.
ED 181 169

Administrator Education

Consortium for the Development of Professional Materials for Vocational Education. First Annual Consortium Report, 1978-1979.
ED 182 500

A Pilot Study: Priorities in Administrative Needs and Program Services for Community and Area Technical Colleges. Emphasis on Large Urban Areas.
ED 186 703

Sourcebook for Improving Postsecondary Self-Employment Programs.
ED 181 247

Administrator Guides

Managing and Evaluating Career Education.
ED 183 800

Administrator Qualifications

Women in Vocational Education Administration. A Nationwide Analysis. Research and Development Series No. 179.
ED 181 316

Administrator Responsibility

Developing Interdisciplinary Education in Allied Health Programs. Issues and Decisions.
ED 182 525

Administrator Selection

A Research Project to Determine the Reasons for an Imbalance of Women in Administrative Positions in Vocational Education. Final Report.
ED 182 515

Administrators

Factors Related to Underrepresentation of Women in Vocational Education Administration: A Literature Review. Research and Development Series No. 152.
ED 182 462

Adolescents

The Impact of Participatory-Democratic Work Experience on Adolescent Development: A Methodological Report.
ED 182 530

Adult Counseling

Career Direction and Redirection for Adults: A Handbook for Establishing an Adult Vocational Guidance Center in the Community College.
ED 181 227

Adult Development

Career Direction and Redirection for Adults: A Handbook for Establishing an Adult Vocational Guidance Center in the Community College.
ED 181 227

Adult Education

Adult Learning: Implications for Research and Policy in the Eighties. A Symposium. Information Series No. 194.
ED 185 424

Issues and Problems in the Needs Assessment of Unique Target Groups: The Adult American Indian.
ED 182 542

Vocational Home Economics Education Handbook for Adult Education.
ED 185 342

1979 Directory of Resources for the Education of Adults. Information Series No. 174.
ED 182 421

Adult Learning

Adult Learning: Implications for Research and Policy in the Eighties. A Symposium. Information Series No. 194.
ED 185 424

Educational Opportunities for Older Persons: A Review. Information Series No. 170.
ED 181 192

Adult Programs

Career Direction and Redirection for Adults: A Handbook for Establishing an Adult Vocational Guidance Center in the Community College.
ED 181 227

1979 Directory of Resources for the Education of Adults. Information Series No. 174.
ED 182 421

Adult Vocational Education

Development of a Plan for Research, Development and Instruction in Adult Vocational Education. Final Report.
ED 185 410

Vocational Education for Older Adults. Information Series No. 203.
ED 187 847

Adults

Vocational Education and Mid-Career Change. Information Series No. 198.
ED 186 761

Advisory Committees

Evaluation Guidelines and Practices for State Advisory Councils. Research and Development Series No. 188.
ED 187 928

Vocational Home Economics Education Handbook for Adult Education.
ED 185 342

Agency Cooperation

Effective Mechanisms for Facilitating Coordination of Vocational Education Programs with the Youth Employment and Demonstration Projects Act of 1977. A State of the Art Report, Volume I. Interim Report.
ED 181 301

Improved Career Education Policies through the Collaborative Efforts of Business, Industry, Labor, Government and Education. A Communications Project. Final Performance Report, October 1 1978, through November 30, 1979.
ED 186 668

Policy Issues in Interrelating Vocational Education and CETA. Occasional Paper No. 56.
ED 186 710

Aging Individuals

Aging and Work in American Society.
ED 186 672

Agricultural Education

Dissemination and Use of Materials to Facilitate Locally Directed Evaluation of Community College Agricultural Occupations Programs. Phase III, July 1, 1976 through June 30, 1980.
ED 182 473

Summaries of Research and Development Activities in Agricultural Education, 1978-1979, United States of America.
ED 187 894

Allied Health Occupations Education

Developing Interdisciplinary Education in Allied Health Programs. Issues and Decisions.
ED 182 525

A Guide for Teachers and Administrators—Health Occupations at the Secondary Level.
ED 181 331

American Indian Education

Demonstration and Research for Indian Vocational Education. Research Series No. 77.
ED 181 334

A Demonstration Project in Native American Career Education. Final Performance Report.
ED 186 619

Implementing Career Education for Native American Students. A Guide. Native American Career Education Demonstration Project.
ED 186 618

Native American Career Education Staff/Community Training Workshop. Participant's Handbook. Native American Career Education Demonstration Project.
ED 186 621

Native American Career Education Staff/Community Training Workshop. Coordinator's Manual. Native American Career Education Demonstration Project.
ED 186 520

American Indians

A Demonstration Project in Native American Career Education. Final Performance Report.
ED 186 619

Extending the Benefits of Vocational Education to Indian Populations. Integrated Planning Package. Research and Development Series No. 183.
ED 187 924

Implementing Career Education for Native American Students. A Guide. Native American Career Education Demonstration Project.
ED 186 618

Issues and Problems in the Needs Assessment of Unique Target Groups: The Adult American Indian.
ED 182 542

Native American Career Education Staff/Community Training Workshop. Coordinator's Manual. Native American Career Education Demonstration Project.
ED 186 620

Native American Career Education Staff/Community Training Workshop. Participant's Handbook. Native American Career Education Demonstration Project.
ED 186 621

Apprenticeships

Apprenticeship: Selected References, 1974-1979.
ED 186 678

Women in Apprenticeship for Nontraditional Occupations. Graduate Study Research. Final Report, April 1, 1979-June 30, 1979.
ED 183 939

Articulation Education

Brief Case Histories of State Dissemination Program Articulation.
ED 187 904

A Handbook of the Practices of Articulation of Occupational Education Programs between Secondary and Postsecondary Institutions in New York State.
ED 181 185

A Vocational Educator's Guide to the CETA System. Critical Issues Series, No. 3.
ED 187 933

Associate Degrees

Comparison of the Relative Benefits of Associate Degrees Versus Certificates in Vocational Education. Final Technical Report.
ED 187 953

Attitude Change

Eliminating Sex Bias in Vocational Youth Organizations. Summary of Project MOVE's Camp Oswegatchie Program, July 8-14, 1978.
ED 182 533

Pioneering Programs in Sex Equity: A Teacher's Guide.
ED 185 423

Project MOVE Program Planning Kit.
ED 182 534

Project SERVES. Sexism in Education: Reducing Vocational Education Stereotypes. Final Report.
ED 181 213

The Work Ethic and American Schools: The Roots of Change.
ED 181 261

Attitude Measures

Women's Attitudes toward Industrial Education. Final Report.
ED 183 944

Attitudes

I Like You When I Know You: Attitudinal Barriers to Responsive Vocational Education for Handicapped Students. 'It Isn't Easy Being Special'. Research & Development Series No. 174.
ED 181 319

Sex-Role Attitudes and Employment among Women: A Dynamic Model of Change and Continuity.
ED 181 275

Auto Body Repairers

Design and Implementation of an Assessment Model for Students Entering Vocational Education Programs in the State of Colorado. Auto Body.
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